



# FARLINGTON

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## PREVENT POLICY

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**The Prevent Policy applies to the whole school including the Early Years Foundation Stage. It should be read in conjunction with the Safeguarding Children Policy and the Promoting Fundamental British Values Policy**

The national Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. Farlington School, working with other local partners, families and communities, seeks to play a key role in ensuring that the children and young people who attend the School are safe from the threat of terrorism. Prevent is part of the School's wider responsibility for Safeguarding and this policy is therefore linked to the School's Safeguarding Children Policy.

The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines 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 believe that Farlington School should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

**In order to fulfil our Prevent Duty, we undertake to do the following:**

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, as part of our wider SMSC/ Life Skills (PSHCE) programmes as well as within other subject areas and assemblies;
- Respect pupil and staff diversity, encouraging freedom and openness;
- Assess the risk of children in our School being drawn into terrorism;
- Maintain robust safeguarding policies which take into account the policies and procedures set out by West Sussex Safeguarding Children Board and identify extremism/ radicalisation as issues to be reported promptly to the Designated Safeguarding Lead;
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Conduct due diligence checks on groups/ individuals seeking to hire or use school premises;
- Conduct due diligence checks on visitors to school, particularly visiting speakers, whether invited by children or staff;
- Conduct due diligence checks on contractors working on the school sites;
- Ensure children are safe from terrorist and extremist material when accessing the internet in School;
- Review our policies annually.

**Possible Indicators of Risk:**

- Racist graffiti/ symbols/ comments made in School;
- Speaking out or writing in favour of extremist ideas in school work;
- Extreme comments shared on social media;
- Distribution of extreme or terrorist propaganda among other pupils;

- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
  - An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection;
  - A personal crisis, including family tension/ social isolation/ friendship issues;
  - Personal circumstances, such as migration, experience of racism;
  - Unmet aspirations;
  - Criminality;
  - Experience of poverty, disadvantage, discrimination or social exclusion;
- Association with those known to be involved in extremism (including via the internet);
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, e.g. in documentation;
- A simplistic or flawed understanding of religious/ political/ global issues;
- A significant adult or other in the child/ young person's life who has extremist views or sympathies;
- Critical risk factors, being:
  - Contact with extremist recruiters;
  - Articulation of support for extremist causes/ leaders;
  - The possession of extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Membership of extremist organisations.

### **Supportive Interventions**

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
  - Anti-terrorist hotline: 0800 789 321
  - Crime stoppers: 0800 555 111
  - Relevant police force: 101
  - [www.gov.uk/report-suspicious-activity-to-mi5](http://www.gov.uk/report-suspicious-activity-to-mi5)
- To report any online terrorist-related material: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

Appendix 1

**“Prevent” Action Plan and Risk Assessment**

Farlington recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

**Louise Higson, DSL, is the Prevent Lead in the Senior School**

**Sara Povey, Deputy DSL, is the Prevent Lead in the Prep School**

Duty	What this means	Action	By whom
<b>Risk assessment</b>			
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> <li>All staff have read “Keeping Children Safe in Education, Part 1”, July 2015.</li> <li>The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2015).</li> </ul>	<p><b>All staff</b></p> <p><b>Prevent Lead</b></p>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> <li>The Prevent Lead has informed staff about signs and indicators of radicalisation.</li> </ul>	<b>Prevent lead</b>
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> <li>All staff have read the Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty.</li> <li>All staff understand how to record and report concerns regarding risk of radicalisation.</li> </ul>	<p><b>All staff</b></p> <p><b>All staff</b></p>
	The School has identified a Prevent Lead for Prep School and Senior School.	<ul style="list-style-type: none"> <li>All staff know who the Prevent Lead is and that this person acts as a source of advice and support.</li> </ul>	<b>All staff</b>

Prohibit extremist speakers and events in the school	The School exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	<ul style="list-style-type: none"> <li>Request an outline of what the speaker intends to cover</li> <li>Research the person/organisation to establish whether they have demonstrated extreme views/actions.</li> <li>Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.</li> <li>Risk Assessment in place for visiting speakers</li> <li>Record visiting speakers on Central Appointments Register</li> </ul>	<b>All staff</b> <b>SLT</b> <b>Prevent lead</b>
<b>Working in Partnership</b>			
The School is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	<ul style="list-style-type: none"> <li>All staff record and report concerns</li> </ul>	<b>All staff</b>
	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	<ul style="list-style-type: none"> <li>Records of referrals are kept in the Safeguarding File.</li> <li>Referrals are followed up appropriately.</li> </ul>	<b>Prevent Lead</b>
<b>Staff training</b>			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism.	<p><b>As a minimum the School should:</b></p> <ul style="list-style-type: none"> <li>Ensure that a Designated Safeguarding Lead undertakes Prevent Awareness Training.</li> <li>Ensure that a Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The Prevent Lead has completed the “General Awareness Training on Channel”.</li> </ul>	<b>Designated Safeguarding Lead/Prevent Lead</b>
<b>IT Policies</b>			
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The School has policies in place which make reference to the “Prevent” duty.	<ul style="list-style-type: none"> <li>Acceptable use of ICT policy for Pupils</li> <li>Anti-bullying policy</li> <li>Safeguarding Policy</li> </ul>	<b>AB/SP</b> <b>AB</b> <b>LAH</b>
	Children are taught about on-line safety with specific reference to the risk of radicalisation.	<ul style="list-style-type: none"> <li>The curriculum reflects this duty.</li> </ul>	<b>DWS/SP</b> <b>Life Skills staff</b>

<b>Building children’s resilience to radicalisation</b>			
Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.	<ul style="list-style-type: none"> <li>• Through Life Skills, 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/guidance-on-promoting-british-values-in-schools-published/">https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/</a></li> </ul>	<b>PHH/SP</b> <b>Life Skills staff</b> <b>Other relevant staff</b>

**References:**

“Keeping Children Safe in Education: statutory guidance for schools and colleges” DfE, September 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015

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

### Risk Assessment for a Visiting Speaker

This form must be completed and then signed off by a member of SLT before the visiting speaker arrives.

Date and time of visit:	
Name:	
Company:	
Activity:	
Location:	
Member of staff responsible for the visitor:	
Further information, where available	

*To be completed by a member of SLT*

Visiting speaker has been assessed and visit can go ahead: Yes / No

SLT signature: \_\_\_\_\_

*(Please pass the form to Reception)*

Identity Check:

Identity checked on arrival by:	
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*(Please pass the form to Liz Huddleston for inclusion on the SCR)*