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**Doncaster Deaf Trust**

Prevent Duty Policy

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**Statement of intent**

Doncaster Deaf Trust (DDT) recognises that pupils/ young people can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils/ young people from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils/ young people against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires school/ college to actively promote fundamental British values in order to enable pupils/ young people to challenge extremist views and ensure that pupils/ young people are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils/ young people at our school/ college. For guidance on specific terrorist incidents, please see our Terrorism Threat Policy.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Children Act 1989
* Education Act 1996
* Counter-Terrorism and Security Act 2015
* Childcare Act 2006
* Equality act 2010
* Data Protection Act 2018
* UK GDPR
* Home Office (2024) ‘Prevent duty guidance: England and Wales’
* DfE (2024) ‘Keeping children safe in education’
* DfE (2023) ‘The Prevent duty: safeguarding learners vulnerable to radicalisation’
* DfE (2023) ‘Working Together to Safeguard Children’
* Home Office (2021) ‘Channel Duty guidance: protecting people vulnerable to being drawn into terrorism’

This policy operates in conjunction with the following DDT policies:

* Terrorism Threat Policy
* Child Protection and Safeguarding Policy
* Data Protection Policy
* Online Safety Policy

# Definitions

For the purpose of this policy:

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

**Radicalisation** – is defined as the process of a person legitimising support for, or use of, terrorist violence.

**Terrorism** – is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

# Roles and responsibilities

The governing board will be responsible for:

* Ensuring the appropriate measures are in place to protect pupils from radicalisation.
* Ensuring the Prevent duty is seen as part of the school/ college’s wider safeguarding duties.
* Ensuring the school/ college has a designated lead in a senior management role who is responsible for the delivery of Prevent.
* Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
* Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school/ college.

The Headteacher/ Principal will be responsible for:

* The overall implementation and management of this policy.
* Ensuring every staff member is familiar with the scope of this policy.
* Ensuring pupils are taught about British values through the curriculum.
* Ensuring that the teaching of the school/ college curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
* Ensuring the school/ college is a safe space in which pupils/ young people can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
* Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.
* Identifying extremist risks in the local area.
* Ensuring that any visiting speakers, whether invited by staff or by children/ young people themselves, are suitable and appropriately supervised.
* Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
* Ensuring appropriate prevent training is undertaken by each member of staff.
* Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years.
* Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.

The DSL, and any deputies, will be responsible for:

* Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
* Co-operating as reasonably practicable with LA-led Channel panels.
* Following up any referrals made to the Prevent.
* Providing advice and support to staff on protecting pupils/ young people from the risk of radicalisation.
* Delivering staff training on the Prevent duty.
* Working with external agencies to support pupils/ young people at risk of being drawn into terrorism.
* Providing guidance to other staff members to help them support pupil/ young people at risk of being drawn into terrorism.
* Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
* Considering if it would be appropriate to share any information with a new school or college in advance of a pupil/ young person leaving, e.g. if the pupil/ young person is currently receiving support through the ‘Channel’ programme and the information would allow the new setting to have support in place for when the pupil/ young person arrives.
* Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils young people from the risk of radicalisation.
* Maintaining an awareness of the risks relating to extremism in the local area.
* Maintaining a clear understanding of prevent reporting and referral mechanisms.

All staff members will be responsible for:

* Being alert to the risk factors of extremism and radicalisation and any changes in a pupil’s/ young person’s behaviour which could indicate that they may be in need of help or protection.
* Raising any concerns with the DSL (or any deputies, in their absence).
* Notifying the DSL (or any deputies, in their absence) when they make any referrals to Prevent.
* Engaging in staff training on the Prevent duty.
* Using their professional judgement to identify pupils/ young people who may be at risk of radicalisation and acting proportionately.

# Promoting fundamental British values

Through the national curriculum, the school/ college will:

* Teach our pupils/ young people a broad and balanced international history.
* Represent the cultures of all of our pupils/ young people.
* Teach a wide range of English and non-English literature.
* Commemorate World War 1 and 2.
* Discuss the UK’s relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural (SMSC) programme, the school/ college will:

* Enable pupils/ young people to develop their self-knowledge, self-esteem and self-confidence.
* Enable pupils/ young people to distinguish right from wrong and to respect the civil and criminal law of England.
* Encourage pupils/ young people to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school/ college and to society more widely.
* Enable pupils/ young people to acquire a broad general knowledge of, and respect for, public institutions and services in England.
* Further tolerance and harmony between different cultural traditions by enabling pupils/ young people to acquire an appreciation of, and respect for, their own and other cultures.
* Encourage respect for other people.
* Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school/ college will do this by:

* Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
* Ensuring that all pupils/ young people within the school/ college have a voice that is listened to, e.g. by demonstrating how democracy works via a school/ college council whose members are voted for by the pupils/ young people.
* Using opportunities such as general or local elections to hold mock elections to offer pupils/ young people the chance to engage in politics from an early age.
* Using teaching resources from a wide variety of sources to help pupils/ young people understand a range of faiths.
* Considering the role of extra-curricular activities, including any activity run directly by pupils/ young people, in promoting fundamental British values.

# Community links

Governing board meetings will include discussion about extremism and terrorism where appropriate.

DDT will operate an open-door policy for community members to report concerns.

DDT will, where appropriate, partake in community festivals, religious celebrations, and other events.

DDT will develop effective partnerships with local prevent leads, the police, and the LA through multi-agency forums.

DDT will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

# Safeguarding from extremism

The school/ college will do its utmost to safeguard pupils/ young people from being drawn into extremism and terrorism, whilst also ensuring it protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school/ college has a dedicated DSL who will deal with any incidents of extremism and/or terrorism within our school/ college community.

The school/ college has strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

The school/ college will encourage any pupil/ young person, parent, staff member or member of the wider school/ college community to speak to the DSL if they have concerns about:

* Pupil/ young person becoming radicalised.
* Groups, clubs or societies with extremist or radical views.
* Friends and/or families of pupil/ young person becoming radicalised or involved in extremism.
* Pupil/ young person planning to visit known areas of conflict.
* Members of the school/ college and wider community attempting to draw young and/or vulnerable pupil/ young person into extremism.

Visitors and speakers coming into the school/ college will be vetted prior to them having access to pupils/ young people. All materials handed out to pupils/ young people, whether by teachers or visitors and speakers, will be checked by the headteacher/ principal. Due diligence checks will also be carried out on those hiring and using DDT premises.

The school/ college will incorporate appropriate filtering and monitoring systems to limit pupil’s/ young person’s exposure to online risks, including extremist content.

The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

**Preventing radicalisation**

The school/ college will assess the risk of pupils/ young people being drawn into terrorism through identifying the factors that affect children/ young people in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

The school/ college is aware that extremist propaganda is widely available online, and will educate pupils/ young people to ensure that British values are promoted regularly to encourage pupils/ young people to develop an appreciation of society. The school/ college will work with local religious and cultural organisations to instil a strong sense of identity in our pupils/ young people, as well as a clear place and purpose within the school/ college.

All internet activity that takes place on site will be recorded, as well as activity on any school/ college-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children/ young people from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils/ young people will be taught about the importance of staying safe online through PSHE lessons.

The school/ college recognises that pupils’/ young people’s parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

The school/ college will always aim to integrate and engage every child/ young person within the school/ college community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil/ young person the opportunity to take part.

The school/ college will monitor and assess incidents which suggest pupils/ young people are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil/ young people has been identified as at risk of radicalisation, the school/ college will take action proportionate to the incident or risk.

# Identifying concerns

Although extremist behaviour can be presented in many forms, the school/ college recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

* Disclosure about extremist or radicalised behaviour by pupils/ young people – this could include exposure to materials outside of school/ college
* Use of specific terms associated with certain ideological views, e.g. ‘hate’ language
* Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
* Focus on specific narratives that highlight particular extremist views
* Evidence of accessing online materials that include extremist materials
* Refusal to accept views expressed by others which is counter to the school’s/ college’s Equality Information and Objectives Policy
* Documented concerns raised by parents or family members about the changing behaviour of the pupil/ young person
* References to an extremist narrative in the pupil’s/ young person’s work
* Disassociation from existing friendship groups
* A loss of interest in activities in which they previously engaged
* Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
* Family tensions
* Events affecting their country or region of origin
* Alienation from UK values
* Grievance triggered by personal experience of discrimination
* Property damage
* Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil/ young person is at risk of radicalisation, staff will ask themselves the following questions:

* Does the pupil/ young person have access to extremist influences through the internet?
* Does the pupil/ young person possess or actively seek extremist material?
* Does the pupil/ young person sympathise with, or support, extremist groups or behaviour in their speech or written work?
* Does the pupil’s/ young person’s demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
* Has the pupil/ young person previously been a victim of discrimination or a religious crime?
* Has the pupil/ young person experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
* Does the pupil/ young person display an irregular and distorted view of religion or politics?
* Does the pupil/ young person display a strong objection towards specific cultures, faiths or race?
* Is the pupil/ young person a foreign national awaiting a decision regarding deportation or immigration?
* Is there an irregular pattern of travel within the pupil’s/ young person’s family?
* Has the pupil/ young person witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
* Is there evidence of a relative or family friend displaying extremist views?
* Has the pupil/ young person travelled for extended periods of time to international locations?
* Does the pupil/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
* Does the pupil/ young person display a lack of affinity or understanding for others?
* Is the pupil/ young person a victim of social isolation?
* Does the pupil/ young person have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil/ young person is:

* In contact with extremist recruiters.
* Articulating support for extremist causes or leaders.
* Accessing extremist websites.
* In possession of extremist literature.
* Using extremist narratives and a global ideology to explain personal disadvantage.
* Justifying the use of violence to solve societal issues.
* Joining extremist organisations.
* Making significant changes to their appearance and/or behaviour.

The school/ college will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

# Making a referral

In accordance with the school’s/ college’s Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil/ young person, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil/ young person at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate.

If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation staff members will make referrals using the Prevent national referral form – the DSL will be notified in all cases and will support staff members who do so.

**What happens when a person is referred to Prevent?**

Prevent referrals will usually follow the process set out below:

1. The local police force will look at each referral first. They will check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation.
2. If the person isn’t at risk of radicalisation, they will not be deemed a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services.
3. If there is a risk of radicalisation, a panel of local experts will assess the referral. The panel is led by the LA and may include the police, children’s services, social services, education professionals and mental health care professionals.
4. If the panel decides that a person is at risk, they will be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police.

The support provided by the Channel programme may include the following:

* Mentoring
* Mental health support such as counselling
* Education or career development support
* Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and DDT emergency procedures will be followed.

The DSL will record and retain all incidents for school/ college records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

The school/ college will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person’s criminal record.

# Training

All staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. The training will be provided annually and will be updated as required. Training will include details of the ‘Notice, Check, Share’ process.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

The SLT and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school/ college will make use of government quality assured prevent training resources.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil/ young person is susceptible to radicalisation, e.g. voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Staff will be trained to be vigilant toward the push and pull factors that could make a pupil/ young person vulnerable to being drawn into extremism or radicalisation.

Staff will look out for ‘push factors’ including where a pupil/ young person may be feeling:

* Isolated
* That they do not belong
* That they have no purpose
* Low in self-esteem
* That their aspirations are unmet
* Angry or frustrated
* A sense of injustice
* Confused about life or the world
* Real or perceived personal grievances

In conjunction with these push factors, staff will be aware of the ‘pull factors’ that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

* Offer a sense of community and a support network.
* Promise fulfilment or excitement.
* Make the pupil/ young person feel special and part of a wider missions.
* Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
* Offer inaccurate answers or falsehoods to grievances.
* Encourage conspiracy theories.
* Promote an ‘us vs. them’ mentality.
* Blame specific communities for grievances.
* Encourage the use of hatred and violent actions to get justice.
* Encourage ideas of supremacy.

Further advice on training will be sought from the LA safeguarding team as appropriate.

# Monitoring and review

This policy is reviewed annually by the DSL team.