



## **Beths Grammar School**

### **Prevent Policy**

#### **1. Introduction**

1.1 Beths Grammar School is committed to the highest possible standards of safeguarding for our students. It is required to 'have due regard to the need to prevent people from being drawn into terrorism'. This document sets out how we are complying with the Duty. We believe that by developing a culture of vigilance, professionalism, awareness and care we are best placed to provide protection and eradicate or minimise potential harm that might come to our students both inside and outside of school.

1.2 The school recognises that radicalisation is a real threat for people in the modern world and young people are the most at risk. We understand radicalisation to mean developing an ideology or being groomed by a group espousing an ideology that promotes violence and the taking of innocent life as a valid means for achieving some political or religious goal. We take seriously our responsibility to ensure the safety and well-being of students, staff and the wider community and as part of this would wish to do all that we can to prevent any member of the school community from being drawn into terrorism.

1.3 We are 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.

1.4 Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

#### **2. Types of Radicalisation**

2.1 The main forms of radicalisation that our students might be vulnerable to are:

- Political extremism
- Religious extremism

2.2 Radicalisation could take the form of working for, assisting or seeking to join, a group involved with extremist ideology; or could involve being inspired to plan or undertake an extremist act or violence either out of conviction or mental illness.

#### **3. Strategy to protect the Beths community**

3.1 In order to protect our school community we will:

- Train all staff in the school regarding what radicalisation is
- Educate our students through assemblies and the PSHCE programme which reinforces the schools approach to the spiritual, moral, social and cultural development of students.
- Provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- Encourage the open debate of all beliefs and viewpoints so that extremist views can be challenged out in the open.
- Promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain.
- Work closely with parents for any suspected risk of radicalisation in order to protect and educate at risk students.
- The School will consider it unacceptable for our ICT Network to be used in any way that supports, promotes or facilitates terrorism. Social Media services provide new avenues for the distribution and accessing of extremist material and the School takes the challenges presented by social media very seriously. We will not permit material supporting terrorism to be displayed within the School and will remove such material if it is found.
- Liaise with the police, if appropriate, in the event that a child is at serious risk of harm.

3.2 All staff at Beths have a duty to ensure that our students are not being exposed to extremist material and to report signs of radicalisation to the Safeguarding Team. They should challenge views that might be considered radical and encourage open debate. We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies that are appropriate to their age and be able to actively engage with them in informed debate. We may use external agencies or speakers to facilitate and support this.

3.3 If anyone has a concern that a member of the school community has been radicalised or is showing signs of vulnerability to radicalisation, they should report their concern to a member of the Safeguarding Team.

3.4 The members of the school Safeguarding Team are:

- Mrs S King (Designated Safeguarding Lead)
- Mrs T Searby (Deputy Safeguarding Lead)
- All adults working in Beths Grammar School (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism. **Disclosures should be reported without delay in line with guidance in our safeguarding policy.**

3.5 This policy is not aimed at closing down freedom of speech and students developing strong views and opinions; it is about safeguarding students in the event that they are at risk of getting drawn into violent actions that will harm both themselves and potentially their communities.

#### 4. Wider Safeguarding Responsibilities

4.1 As part of wider safeguarding responsibilities school staff will be alert to:

- 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.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including via social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local schools, Local Authority services, and police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our Equalities Objective, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.
- We encourage the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage.
- Such vetting is 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 the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our students.
- We will carry out training on an annual basis for all relevant staff so that can recognise those who are vulnerable of being drawn into terrorism and potential signs of radicalisation. It will include an explanation of how to handle appropriately and sensitively any concern that may emerge. Our approach will be to support vulnerable students in whatever circumstance they find themselves, recognising that radicalisation could occasionally be occurring when certain behaviour is manifest but that other explanations will usually apply.

## 5. Further Information

The Prevent Duty: Departmental advice for schools and children providers (June 2015)  
[www.preventforschools.org](http://www.preventforschools.org)

Prevent Guidance: Home Office advice (April 2021)  
[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

Keeping Children Safe in Education (September 2022)  
[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

*Reviewed: Spring 2023*  
*Next Scheduled Review Date: Spring 2026*

## Appendix 1

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **Appendix 2**

### **Preventing violent extremism**

#### **Roles and responsibilities of the Safeguarding Team**

The School Designated Safeguarding Officer, Assistant Headteacher, Sarah King and the Deputy Safeguarding Officer, Tania Searby are responsible for:

- Ensuring that all staff of the school are aware of the need to protect students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Beths Grammar School in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel process; attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to Channel; and
- Sharing any relevant additional information in a timely manner.