Prevent Policy

Overley Hall School

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The Designated Prevent Lead is Bev Doran (Headteacher)

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Introduction

The staff at Overley Hall School are fully committed to safeguarding and promoting the welfare of all their pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other susceptibility. As a staff team, we work extremely hard and acknowledge our responsibility to ensure the strategies to prevent radicalisation are firmly embedded throughout the curriculum and within the ethos of the school. Staff must trust their instincts and act to support those who we feel may be susceptible to radicalisation.

We do recognise that such concepts are extremely difficult for our general population of students to fully comprehend but this does not prevent some of our population from being unknowingly at risk.

It is therefore our staff's responsibility to ensure the students are not exposed to radicalisation through training, knowledge and vigilance. We will endeavour to promote British Values and develop students understanding of the hidden dangers of the world around them in a differentiated way that meets individual needs.

This policy is to be read alongside our Child Protection and Safeguarding Policy and Online Safety Policy.

Aims

Overley Hall is a school where core values, underpin every aspect of school life. Our aims for pupils are to develop the following attributes:

- Be kind and considerate to those around them both in school and the wider world
- Respect themselves and others in the school environment with different beliefs, views, abilities and interests
- Develop their interests, self-esteem and self-worth
- Understanding, accepting and being tolerant towards others from different cultures, religious denominations, languages and ethnic backgrounds.
- Honesty

- Willingness to accept the advice and support to become as independent as possible
- To think independently and develop skills to become problem solvers
- Attentiveness to become good listeners
- Learner's being effective communicators
- Respect of Overley Hall's core values through promoting fair play, justice, decision-making, democracy, and learner voice through active citizenship.

These aims and values are revisited each year to ensure their relevance.

Our principle objectives are that:

- Pupils are encouraged to adopt and live out our core values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional, aspects of learning) assemblies and themed projects and through the elected School Council members
- Pupils are supported to develop their understanding of how to keep themselves safe, in school and when using the internet
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may be different in many ways
- Pupil's well-being, confidence and resilience are promoted through our planned curriculum and the continuous waking day curriculum opportunities
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others
- Leaders, teachers, tutors and teaching assistants demonstrate an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- All staff are aware of the Government's CONTEST Strategy (prevent, pursue, protect, prepare) and the implications it has for those working within the school

- Staff are aware of the Prevent referral process
- Staff are aware of and follow the school's Prevent Risk Assessment

Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

Legislation

DCSF 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.

Section 29 of the Counter-Terrorism and Security Act 2015.

DfE (2015) The Prevent duty.

Home Office (December 31. 2023) Prevent duty guidance: England and Wales (2023)

DfE (2015) Guidance: Protecting learners from radicalisation: the Prevent Duty

DfE (1996) Education Act

DfE (2019) Independent School Standards: Guidance for independent schools.

DfE (2026) Keeping Children Safe in Education.

DfE (2023) Managing risk of radicalisation in your education setting

DfE (2014) Promoting fundamental British values through SMSC

Prevent duty guidance: England and Wales (2023) - GOV.UK

Legislation.gov.uk Equality Act (2010).

Ministry of Housing, Communities & Local Government, Department for Levelling Up, Housing & Communities (2024 (May)) Guidance: new definition of extremism.

Definitions.

'Extremism' is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or

2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Behaviour that could constitute extremism:

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.

Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.

Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.

Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.

Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.

Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.

The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.

Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.

Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.

If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

'Prevention' means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevention includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert susceptible people from radicalisation.

'Radicalisation' refers to the process of a person legitimising support for, or use of terrorist violence and extremist ideologies.

'Terrorism' is 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.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Susceptibility' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack.

CONTEST

CONTEST is the government's counter-terrorism strategy, designed to reduce the risk from terrorism, so people can go about their daily lives freely and with confidence.

CONTEST is organised around 4 'P' work strands. Each strand has a number of key objectives.

These are:

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

If a member of staff causes concern by

- Disseminating racist or fascist literature
- Promoting beliefs which are anti-democratic or glorifying acts of terrorism
- Inciting people to develop racist or prejudicial views and opinions
- Behaving in a discriminating manner

the senior leadership should be informed.

A prohibition order may be made against a teacher where there is evidence of actions/ behaviours that promote political or religious extremism or undermine:

- Democracy
- The Rule of law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Who may be at risk from radicalisation?

It is important that staff recognise that *anyone* can be open to radicalisation.

Radicalisation feeds upon emotions and targets those who

- Have grievances against a system or systems
- Lack of connection with those around them
- Don't feel as though they belong where they live/ work/ or who they are at school with
- Are looking for some excitement.

People may become attracted to radicalisation as it may:

- Feel exciting
- Enable them to feel part of something
- Make them feel special

- Make them feel as though people within the group understand them
- Make them feel they are with likeminded people
- Give them a purpose to their life
- Make them feel like an adult
- Increase their confidence

What does radicalisation look like?

Radicalisation can occur both online and offline. Learners may be exposed through social media, online forums, gaming platforms, video-sharing sites, messaging applications, artificial intelligence-generated content, livestreams and algorithm-driven recommendations.

Radicalisation may include:

- Extremist material online – this may be placed on social media platforms and may look innocent on the outside but have the purpose of grooming those reading/ watching
- Public displays of hate or division – for example racially antagonistic graffiti
- Adoption of icons/ symbols – people may be drawn into the imagery that they see as rebellious/ socially challenging
- To make face-to-face contact with someone who may appear innocent but still a risk for example meeting in a park or library
- Promoting ideologies – using a range of means for example handing out material, protesting
- Travelling to areas of conflict

What is the PREVENT duty?

As an educational establishment we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA, 2015) to have 'due regard to the need to prevent people from becoming terrorists or supporting terrorism'. This is known as the Prevent Duty.

The Prevent Duty is seen as part of our wider safeguarding obligation. Our DSL and deputies are familiar with the Revised Prevent duty guidance for England and Wales especially paragraphs 141-210.

We will follow the published advice for schools on the Prevent Duty.

Notice, check, & share procedure

The notice, check, share procedure is applied when there is a concern that someone might be at risk of radicalisation and requires the correct, proportionate response to that.

The procedure ensures that when you share a concern that a person may be being radicalised it is:

- Informed
- with good intention

and that the response to that concern is considered, and proportionate.

Notice – Stage 1

The process begins when a member of staff notices a behaviour change that causes concern. All reasons behind why the behaviour has changed must be considered.

The concern might be that a person's online behaviour has changed for example:

- spending more time online,
- having more than one online identity,
- downloading propaganda material,
- accessing extremist content,
- more agitated/ violent behaviour
- more argumentative in their viewpoints
- being abusive to others
- justifying the use of violence to solve societal issues
- changing associations
- changing friends

- altered dress or appearance in line with an extremist group
- using new vocabulary
- withdrawing away from friends and family
- increasing anti-social behaviours
- being unwilling to engage with people who are different
- being secretive and reluctant to discuss their whereabouts
- adopting the use of certain symbols associated with terrorist organisations

Checking concerns – stage 2

If a member of staff notices a change in behaviour, and they think that a learner might be at risk of being drawn into terrorism, they should check with a Designated Safeguarding Lead (DSL). Checking before sharing is a way of making sure you have gathered as much relevant information as possible before passing on the concern.

Prevent takes a team approach to decide on who should intervene where, when and how. Therefore, staff should not check their concern with the person themselves, though they may want to try and find out other reasons for the change of behaviour.

Check your initial judgement

Ask yourself:

- is there an alternative explanation?
- are there more areas to explore?
- do they need my help?

Check with a colleague or line manager discreetly:

- if they agree that this is a cause for concern
- if they have experienced anything like this before
- what they would do in the situation, but don't disclose the person's identity

Check with a Designated Safeguarding Lead (DSL),

Ask discreetly:

- if they agree that this is a cause for concern
- if they think you need to find out more information
- if there is anything else you should do

Taking the time to check provides more context, gives the DSL more background knowledge and ensures they can make a more informed decision on what the proportionate response should be. Safeguarding issues are sensitive and need to be handled with duty and care.

Your aim is to protect the person and not cause any more concern. When checking you're trying to work out:

- who or what will help you see the bigger picture?
- who will be able to explain what you have noticed?
- who or what will be able to show you what you're missing?

Information sharing – Stage 3

Why information sharing is valuable

It is essential to share information between practitioners, organisations, and Designated Safeguarding Leads or an equivalent. This ensures we effectively identify, assess, and manage risk. Each person must take responsibility for sharing the information they hold and cannot assume that someone else will pass it on. This makes sure that people receive the right services at the right time.

Some people have fears over sharing information as they don't want to compromise people's right to privacy. However, when it comes to Prevent, fear cannot stand in the way of the need to safeguard. The most important consideration is whether sharing information is likely to support the safeguarding of a person.

Sharing information under General Data Protection Regulation (GDPR)

The GDPR and Data Protection Act (2018) does not prohibit the collection and sharing of personal information in for the purposes of keeping learners and susceptible people safe. The Home Office clarified in December 2023 that schools should share information on Prevent as they would do any other Safeguarding issue. Overley Hall School fully comply with this advice.

Where possible, gaining consent is encouraged. However, there may be some circumstances where it is not appropriate to seek consent, either because the person cannot give consent, it is not reasonable to obtain consent, or because to gain consent would put the person's safety or well-being at risk.

Under the Prevent duty you can share personal information with other practitioners of different organisation.

Prevent referral process.

If staff have a concern that a learner may be showing signs of supporting any extremist ideology, they should contact the DSL (Bev Doran) or one of her deputy DSLs (Rachel Hawley, Dee Marshall, Mandy Peever or Lorna Deakin).

The DSL (or deputy) should consider if a Prevent referral is required. DSLs can request an initial consultation from Telford and Wrekin Local Prevent Officers to discuss any concerns prior to submitting a Prevent referral.

If Telford and Wrekin Local Prevent Officers feel a learner is being abused through extremism or being radicalised, they will consult directly with the local police Counter Terrorism Unit (CTU). This is done by using a Prevent referral form, following the Prevent flowchart, as shown in our Child Protection and Safeguarding policy.

This referral will be sent directly to the police. As with all referrals, this referral will be dealt with appropriately by the professionals involved. If it is deemed by the Prevent team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support, the CTU will work with Overley Hall School and professional leads from Telford & Wrekin Council.
Contact details for the current Telford & Wrekin Prevent Lead are maintained by the DSL and available within safeguarding procedures.
West Midlands Counter Terrorism Policing (CTP) Contact details held by DSL.

Role & responsibilities

At Overley Hall School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Staff will work to develop, deliver and use resources to support the development of pupil's ability to use the internet and other technologies safely through a differentiated approach and detailed planning.

Staff/ senior management will:

- Ensure the content delivered by external visiting guests/speakers has been vetted by senior staff before contact with learners and staff to ensure no extremist views are promoted.

- Prepare risk assessments for groups of learners to assess their susceptibility to extremist views linked to terrorist ideology and radicalisation. These will show an understanding of how to identify learners who may be at risk of radicalisation and what to put together in an action plan to support them. These risk assessments will take into account online as well as offline radicalisation.

- Ensure as much information is gathered sensitively, on the views of parents and new staff (through the interview process)

- Ensure the following policies are updated annually or earlier if legislation or guidance changes: Child Protection and Safeguarding Policy, Online Safety, Behaviour Support Policy, Counter-Bullying Policy, SEND Policy, Staffing and Recruitment, Induction Policy

- Provide parents with information via the website to raise their awareness of Prevent and give them access to the school Prevent policy on the website. The school has an Open-Door policy in addition to scheduled times when parents/carers can meet the Head of School on the first Monday of each month

- Staff will be able to demonstrate a general understanding of the risks affecting learners in the area.

- School staff will understand when it is appropriate to make a referral to the Channel programme (See Notice, check & Share Procedure above)

- Staff and the Senior Management Team will work alongside the Telford & Wrekin Safeguarding Partnership

- The Head of School will reflect and evaluate the daytime ~~and waking day~~ curriculum to ensure programmes help to support core values, British Values, E-Safety, and Prevent strategy; Sessions are observed and pupil work is scrutinised to ensure learners are being supported in a way which will develop understanding and resilience.

Training

All training is mapped on a Training Index which ensures that staff refresh their knowledge as required.

The Prevent Lead will make sure that staff have appropriate Prevent training and induction. The Prevent Lead will ensure that they have more in-depth training, including on extremist and terrorist ideologies

Designated Person's- will undergo PREVENT awareness training to enable them to provide advice and support to the other members of staff on protecting learners from the risk of radicalisation.

All staff - Staff receive Prevent awareness training appropriate to their role and responsibilities.

Senior Leaders - will keep abreast of legislation and guidance and pass on any updates through departmental meetings and develop strong links with the Prevent Coordinators.

START Technology (responsible for internet safety)- ensures that learners are kept safe from terrorist and extremist material when accessing the internet in school by ensuring that suitable filtering is in place.

Monitoring

This policy will be reviewed annually unless Government guidance is required sooner.

Links with other policies.

This policy links closely with:
Child Protection and Safeguarding Policy
Whistle-blowing
Online Safety
Behaviour Policy.
Sharing information policy.