



THE PREVENT DUTY AT JAGS

Introduction

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The guidance was updated in April 2021. This duty applies to all pupils, including those in EYFS.

James Allen's Girls' School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

The Designated Safeguarding Lead is Rhona Muir (JAGS) Rhona.Muir@jags.org.uk

The Deputy Designated Safeguarding Leads are Anna Jones (JAGS) Anna.Jones@jags.org.uk
Samantha Payne (JAGS) Samantha.Payne@jags.org.uk

Finola Stack (Prep) Finola.stack@jags.org.uk and Elizabeth Channon (Pre-Prep, including EYFS) Elizabeth.channon@jags.org.uk. Angharad Homan-Russell (Junior School Pastoral Coordinator)

The Designated Safeguarding Lead is the focus person and local ‘expert’ for school staff, and others, who may have concerns about an individual child’s safety or well-being and is the first point of contact for external agencies. The role of the Designated Safeguarding Lead is extended to include the responsibilities of the PREVENT strand of the Government’s counter-terrorism strategy.

School Ethos and Practice

When operating this policy, we use the following accepted Governmental definition of extremism which is:

‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/preventstrategy-review.pdf

External sources

The following sources may also be useful for further information:

The Prevent duty: advice for schools and childcare providers, GOV.UK – DfE (Adobe pdf file)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/preventduty-departmental-advice-v6.pdf

What is Prevent?, Let's Talk About It <http://www.ltai.info/what-is-prevent/>

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Southwark has a Prevent Partnership Delivery plan outlining specific vulnerabilities in the borough. It is also a PREVENT PRIORITY AUTHORITY. JAGS has carried out a Prevent Risk Assessment using the Southwark Prevent Strategy and Channel guidelines regarding the possibility of our pupils being involved in radicalisation and extremism. The Home Office is responsible for the overall UK counter terrorism strategy which is known as CONTEST this consists of four key strands:

- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack
- Prevent: to stop people becoming terrorists or supporting terrorism

The Prevent strand is unique as it operates in the non-criminal space. The principal aim is to support and build resilience of individuals and organisations that may be vulnerable to extremism and terrorism. The Prevent Strategy and Channel Programme in Southwark is as Appendix 1.

There is no place for extremist views of any kind at JAGS whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Promoting Positive Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the Teacher Regulation Agency (TRA) for their consideration as to whether to a Prohibition Order is warranted.

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local

Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships. JAGS is committed to effective partnership and will share information appropriately and on a case-by-case basis. There may be some circumstances where in the course of Prevent related work, someone may already be engaged in illegal terrorist related activity. People suspected of being involved in such activity must be referred to the police.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills).

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

Disclosures by pupils 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 pupils have not actively sought these out. It is recognised that those pupils with SEND may be more vulnerable to extremist influences.

- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils 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 policy, 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 will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub (MASH). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Training - Prevent

We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it and all staff are required to take a Prevent training online module at induction and receive Southwark Prevent updates.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children's Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Teaching Approaches

We ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills throughout our widest curriculum including PSHCE and also through our assemblies, tutor time, House system, community action, extra-curricular activities and general school ethos which promotes fundamental British Values which are audited on a yearly basis. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally, promoting their spiritual, moral, social and cultural development.

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

IT

Many extremist groups who advocate violence use the online internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences. Staff need to be aware of those students who are being targeted by or exposed to harmful influences from violent extremists via the internet. Students and staff are warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies. Our internet filtering systems prevent or block users' access to unsuitable material. When the filtering system is turned on, users cannot open or link to sites that the filtering system recognises as unsuitable. Our filtering systems also provide facilities to filter incoming and outgoing email. All incidents are 'flagged' by the monitoring system and are dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures will be used as appropriate. Any incident is reviewed in order to establish whether there are any patterns of extremist groups targeting the school and whether current school procedures are robust enough to deal with the issue.

Internet safety is a crucial part of the curriculum and parents are engaged through regular school presentations onsite and advice via the school website. Where there are safeguarding concerns about particular websites or social media exchanges, parents are notified, along with Southwark's Safeguarding Lead. Please also refer to the JAGS' On-line Safety Policy and the Safeguarding (Child Protection) Policy.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use the Southwark Local Authority's guidance for Managing the Work of External Agencies. All visiting speakers will be suitably vetted, and their visit recorded. All visiting speakers are made aware of their obligation to adhere to the school ethos and all invited speakers confirm that they will not do or say anything contrary to the ethos of the school. (See Appendix 2)

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to School Whistle Blowing Policy.

Safeguarding (Child Protection) Policy

Please refer to our Safeguarding (Child Protection) Policy for the full procedural framework regarding our duties and responsibilities.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked, identity checks are carried out and checked and that we complete and maintain a single central record of such vetting checks.

Therefore, by adhering to safer recruitment best practice and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

The Headmistress will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this guidance as their overall duty to safeguard children.

Relevant guidance and policies:

This guidance has 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' (December 2020), 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' (March 2015).The guidance also reflects, 'Keeping Children Safe in Education' (September 2021) and our responsibilities with regard to the Prevent Strategy. This policy should also be read in conjunction with the School's Safeguarding (Child Protection) Policy; Whistle-Blowing; Anti-Bullying Policy; and the Online-Safety policy.

The Prevent Strategy and Channel programme in Southwark *Information for teachers and support staff*

What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism by preventing individuals from becoming terrorists or supporting terrorism in the first place. It is part of CONTEST, the government's counter-terrorism strategy. Prevent addresses all forms of extremism and works at the pre-criminal stage by using awareness-raising and early intervention to encourage individuals and communities to challenge extremist ideology and behaviour and safeguard vulnerable individuals.

What is Channel? How does it work?

Channel is an early intervention multi-agency process designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals like Southwark's Multi-Agency Safeguarding hub (MASH). The Channel panel is chaired by the local authority and includes statutory partners and non-statutory partners like the local NHS or children services, where appropriate.

Who is it aimed at?

Channel is aimed at individuals of all ages who are vulnerable to radicalisation or at risk of exploitation by extremists online or offline. Early intervention can prevent individuals from being drawn further into extremist ideologies or behaviour, similar to other harmful activities like gang crime.

Who can make a referral and how?

Anyone who is concerned about an individual who is at risk of radicalisation can make a referral to Channel.

We would always advise you to discuss your concerns with your designated safeguarding

lead first if it concerns an individual at your school.

What happens after a referral?

Once an official referral has been made, it is assessed for suitability by Southwark's Prevent Team. If suitable, the professionals sitting on the multi-agency Channel panel will discuss the case and decide if a tailored intervention would be appropriate.

Who delivers Channel interventions?

Channel interventions are delivered through local partners and specialist agencies. Support could include health, education, employment, or housing services through to specialist mentoring or faith guidance and wider diversionary activities such as sport clubs.

Will the individual of concern be told about the referral?

If the Channel panel has decided that an individual is deemed to require an intervention, the individual of concern must be informed prior to receiving an intervention which is a process that is managed with the utmost care and sensitivity.

Do you have a concern?

The designated safeguarding lead at your school will be your first point of contact if you are concerned about a pupil, parent, colleague or governor. Your school will then decide if further measures should be taken. If you feel that existing safeguarding channels at your school are not appropriate, you can get in touch with Southwark's Prevent Team directly.

Contact details

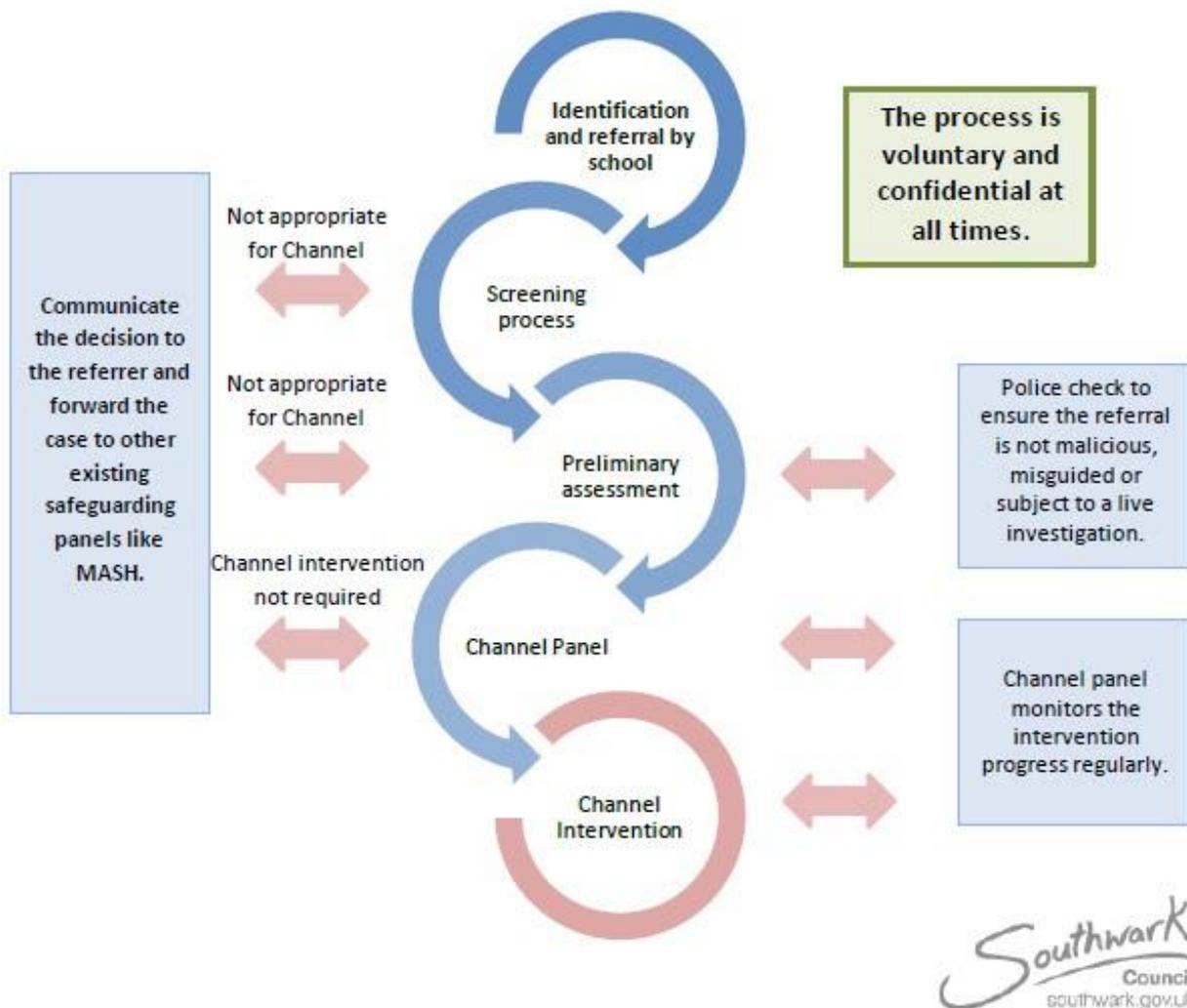
For Channel referrals or for more information please contact:

For initial inquiries:
Prevent Team at Southwark
prevent@southwark.gov.uk
(email address is always monitored)

Prevent Education Officer for Southwark
Charlotte Kathe
charlotte.kathe@southwark.gov.uk

The referral process

The Prevent Strategy and Channel interventions



Appendix 2

Glossary of Terms from The Prevent Duty Guidance

- ‘Having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
- ‘Extremism’ is defined in the 2011 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.
- ‘Interventions’ are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).
- ‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.
- ‘Prevention’ in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent 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 vulnerable people from radicalisation.
- ‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- ‘Safeguarding’ is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.
- The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism 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.
- ‘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.
- ‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.



Visiting Speaker Log

Details to be completed by the person responsible for the engagement of the speaker

As part of the Prevent Duty, and in line with the School's commitment to Safeguarding our community, the school is required to ensure that appropriate checks and supervision are in place for all Visiting Speakers, whether on-site or online.

Visiting Speakers are likely to attend the school to give a one off lecture or speak to a meeting of a society. This form should be signed and submitted to the Deputy Head, Pastoral at least 48 hours in advance of the visit. The Deputy Head Pastoral may cancel or postpone a visit if she has any concerns about the speaker. Following the visit, if there are any concerns over contentious subject areas or comments, please inform the Deputy Head Pastoral/ Designated Safeguarding Lead / Headteacher.

Name of Organiser/Supervisor:	
Name of Visiting Speaker:	
Job title and organisation name if applicable:	
Intended Date of Visit:	
Title or Subject to be Addressed:	
Expected Audience:	Approx. Number:
Is the speaker known to the school? Please give details.	
First visit Please ensure that a check has been carried out to access suitability. Internet search etc <input type="checkbox"/> No <input type="checkbox"/> Yes Date completed: Other school contacted for verification check. <input type="checkbox"/> No <input type="checkbox"/> Yes Date completed: For webinars, please follow the school protocols for online teaching. <input type="checkbox"/> Yes Date referenced:	

Visitors must be supervised at all times and not left alone with pupils.

Recruitment checks necessary?

(1) No Yes Date completed:

DBS Number

Any other checks needed (check with HR):

PREVENT

I am not aware of any issues relating to the speaker that might be of concern under the Prevent Duty. I will ensure that the speaker is supervised at all times whilst in school. The speaker has been asked to bring photo ID to the school on the day of the visit. The speaker has been made aware of JAGS Covid related protocols.

Signed: _____ Date:

Organiser

Visit approved: Yes No

Signed: _____ Date:

Deputy Head Pastoral, Deputy Designated Safeguarding Lead

With Reception: _____ Date: _____

September 2021

ON ARRIVAL AT RECEPTION

Visitor Photo ID seen by: Name:

Signature:

TO BE READ BY VISITOR

Within the context of being a girls' school, the School is committed to ensuring that all pupils and employees and prospective pupils and employees have equal opportunity and are treated equally and fairly, irrespective of gender, including gender reassignment, race, colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or any protected characteristic as defined in the Equality Act 2010. We expect any messages communicated to pupils support fundamental British Values and are consistent with our school ethos.

I, the undersigned agree to abide by the statement above and understand that visitors are subject to current Health and Safety regulations whilst on the School premises including the Covid related protocols:

COVID RELATED PROTOCOLS

As well as the usual safeguarding measures, visiting speakers are also required to follow the school's protocols on hygiene and physical distancing.

The school actively engages with NHS Track and Trace.

No visitor may enter the building if displaying symptoms of coronavirus:

- A high temperature
- A new, continuous cough
- A loss of, or change to, sense of smell or taste

In all such cases, a test should be taken following the NHS Test and Trace guidelines:

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/>

No visitor may enter the building if they should be self-isolating

Onsite:

- Sanitise hands on arrival
- Wear a face mask
- Wash hands as soon as possible
- Practice 'catch it, bin it, kill it'
- Keep a distance of 2m

Name:

Signature:

Date:

A copy of this form should be retained by the visit organiser and a copy will be logged with HR and Reception in advance of the visit.

Appendix 4

JAGS and JAGS Junior School Visiting Speakers' Guidance

Although it has always been helpful for a school to have clear guidance on the management of visiting speakers, the Prevent Duty set out that this is an expectation.

“Specified authorities will need to...[have] robust safeguarding policies in place to identify children at risk...These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised”. (Prevent Duty Guidance in England and Wales HM Government April 2021)

Advice for staff

- Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented
- Complete the Visiting Speakers form at least 48 hours prior to the visit
- Staff are expected to talk with the visiting speaker about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand
- Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present
- Visitors must be supervised at all times and not left alone with pupils, unless they have confirmed DBS checks
- Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable
- Once a person has visited the school, future checks should be proportionate
- After the presentation, please let the Deputy Head, Pastoral (Senior School) or Headteacher (Prep) know of any contentious subject areas or comments if there are concerns that the speaker should not be booked again in the future.