**Edward Jenner School**

**Prevent Guidance**

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|  | **Date** | **Signed** |
| **Date reviewed** | **February 2024** | **L Allen** |
| **Ratified by** | **February 2024** | **M Brookes** |
| **Date of next review** | **February 2025** |

## The Prevent Strategy

Prevent duty guidance: England and Wales (2023) outlines the responsibilities of schools to implement the Prevent Strategy which consists of the following four work stands:

* 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.

Edward Jenner School is committed to three specific strategic objectives within the Prevent strand role:

* responding to the ideological challenge of terrorism and the threat we face from those who promote it
* prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
* work with sectors and institutions where there are risks of radicalisation that we need to address.

## Aim

The aim of this guidance is to make sense of the Prevent Duty with respect to Edward Jenner School. Our population is unique, fairly transient, part time and vulnerable to influence. Children who are vulnerable to grooming, online abuse, gangs, bullying are also susceptible to radicalisation.

The prevent lead at Edward Jenner School is Manda Brookes. Edward Jenner school has completed it’s own Prevent Risk Assessment.

This guidance seeks to pull out the main pieces of information which will help us protect our children; it must be used as a starting point and help signpost children who may need help.

The guidance emphasises tackling the ideological causes of terrorism through challenging extremist ideas and narratives linked to terrorism. These include antisemitism, misogyny, and religious or ethnic superiority narratives. They may develop from watching and listening to messages and images of violence or through computer gaming.

The following documents and training will be consulted:

Prevent: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Prevent Training (All School staff are asked to complete this online training): <http://www.elearning.prevent.homeoffice.gov.uk/>

Working together to Safeguard Children: <https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf>

Support for educators parent/carers: <https://www.educateagainsthate.com/>

## Identifying Vulnerable Individuals

There is no single way of identifying who is likely to be susceptible to being drawn into terrorism. Factors that may have a bearing on someone becoming susceptible may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Schools and childcare providers can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist5 views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. (Prevent Guidance for Schools)

## Guidance on promoting British values in schools published Nov 2014

Understanding British values is key in building resilience to radicalisation. Our age appropriate curriculum aims to support understanding and promote discussion of sensitive topics, including terrorism

Lord Nash said:

A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

Examples of the understanding and knowledge pupils are expected to learn include:

* an understanding of how citizens can influence decision-making through the democratic process
* an understanding that the freedom to hold other faiths and beliefs is protected in law
* an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
* an understanding of the importance of identifying and combatting discrimination

Personal, Social and Health Education (PSHE)can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. Our PSHE curriculum is taught under the heading ‘Thinking’.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

## The Risk in Gloucestershire:

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of being drawn into online radicalisation, as terrorist organisations in Syria, Iraq, Al Qa’ida seek to radicalise young people through the use of social media and the internet. The local authority and local police are able to provide contextual information to help schools and childcare providers understand the risks in their areas.

Children at EJS are potentially at risk due to:

* Low self esteem
* Large amounts of screen time often unsupervised
* An attractive rule set including yp developing their own mixed, unclear and unstable ideology from multiple grievances expressed by others online
* Terrorist groups provide a means of communication which makes it easy for children with communication difficulties to interact
* Interest in neurodivergent philosophies including conspiracy theories
* Lots of positive attention
* A lack of agency to be aware of consequences

## Vulnerability Assessment Framework

The referral for children and adults at risk of radicalisation will be through the Channel process.

Channel assesses using a consistently applied vulnerability assessment framework built around three criteria. The three criteria are:

1. ***Engagement*** with a group, cause or ideology;
2. ***Intent*** to cause harm; and
3. ***Capability*** to cause harm.

This annex provides a description of the vulnerability assessment framework used by Channel to guide decisions about whether an individual needs support to address their susceptibility to being drawn into terrorism as a consequence of radicalisation and the kind of support that they need.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

### Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

* Feelings of grievance and injustice
* Feeling under threat
* A need for identity, meaning and belonging
* A desire for status
* A desire for excitement and adventure
* A need to dominate and control others
* Susceptibility to indoctrination
* A desire for political or moral change
* Opportunistic involvement
* Family or friends involvement in extremism
* Being at a transitional time of life
* Being influenced or controlled by a group
* Relevant mental health issues

### Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

* Over-identification with a group or ideology
* ‘Them and Us’ thinking
* Dehumanisation of the enemy
* Attitudes that justify offending
* Harmful means to an end
* Harmful objectives

### Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

* Individual knowledge, skills and competencies
* Access to networks, funding or equipment
* Criminal Capability

## Support to address identified vulnerabilities

The involvement of the correct panel partners ensures that those at risk have access to a wide range of support ranging from mainstream services, such as health and education, through to specialist mentoring or guidance to increase theological understanding and/or challenge the claims of violent ideologies. It can also include wider diversionary activities such as appropriate training courses. The partners involved should be tailored to the vulnerabilities of the person getting support. In England and Wales, Channel intervention providers engaging with these vulnerable individuals must first have been approved by the Home Office.

As part of agreeing a full wrap-around package of support, the panel must decide how to connect the vulnerable individual with the support providers. All decision-making should be clearly documented and in line with the guidance on the sharing of information, which is set out in Annex A of Channel Duty Guidance.

The type of activities that are included in a support package will depend on risk, vulnerability and local resource. To illustrate, a diversionary activity may be sufficient for someone who is in the early stages of being drawn into terrorism as a consequence of radicalisation, whereas a more focussed and structured one-on-one mentoring programme may be required for those who are further along the path towards embracing terrorism. The following kinds of support might be considered appropriate:

* **Mentoring support contact** – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies;
* **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
* **Anger management session** – formal or informal work dealing with anger;
* **Cognitive/behavioural contact** – cognitive behavioural therapies and general work on attitudes and behaviours;
* **Constructive pursuits** – supervised or managed constructive leisure activities;
* **Education skills contact** – activities focused on education or training;
* **Careers contact** – activities focused on employment;
* **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
* **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
* **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and
* **Drugs and alcohol awareness** – substance misuse interventions.

## Additional:

If a child or young person is assessed and found not at risk of radicalisation or in need of support through Channel, it is likely there is some other area of need and a referral for Early Help is required.

We have filtering systems in place to prevent the use of our school ICT systems from being used for searches which would be considered unsafe. The children are educated across the curriculum about how to be safe online.

Any speakers who are booked for school or visited by pupils of the school as part of the curriculum, are carefully checked including a background check and Google search. They are asked to read our Safeguarding Policy and sign a copy of the disclosure below to ensure they are promoting British Values. A member of school staff who has completed the Online Prevent training is present throughout the visit. If you are worried speak to the DSL or telephone 020 7340 7264

## Copy of Prevent disclosure

Thank you for taking time to speak to our children today, you may be aware of the government’s Prevent Strategy which requires us to ask all speakers in school to be aware of our Safeguarding and Prevent policy and procedures- these are available to read on our website.

Our children are encouraged to discuss ideas including politics and religion. Our school is a safe space where sensitive topics including terrorism and extremist ideas can be discussed and our children can learn and have the confidence to challenge these ideas. The Government Prevent duty is not intended to limit the discussion of these issues. We offer a balanced view of politics and forbid the indoctrination of our pupils. A member of our school staff will be present throughout your talk today. They will become involved in the discussion if the children ask questions which need challenging or seem to support a view which does not support the values of democracy, mutual respect and understanding.

Name: Date

My talk is on:

I have read the statement and I agree to comply with the procedures:

Signed: