

Prevent Policy



School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Contents

| | |
|---|----|
| SCHOOL VISION | 2 |
| SCHOOL MISSION | 2 |
| CONTENTS | 2 |
| 1. RACI – RESPONSIBLE, ACCOUNTABLE, CONSULTED, INFORMED | 4 |
| 2. POLICY IMPACT AND AUDIT | 5 |
| 3. POLICY LINKS | 6 |
| CORE | 6 |
| GENERAL | 7 |
| 4. EXECUTIVE SUMMARY – PREVENT ESSENTIALS FOR ALL | 8 |
| <i>Prevent Duty</i> | 8 |
| <i>Marginalisation and isolation at primary school</i> | 8 |
| <i>Radicalisation</i> | 8 |
| <i>Report it!</i> | 8 |
| <i>Extremism</i> | 8 |
| <i>British Values</i> | 8 |
| <i>Chesswood Bright Sparks</i> | 8 |
| <i>It couldn't happen here – yes it could!</i> | 8 |
| <i>Spot the signs</i> | 8 |
| <i>Local links and events to terrorism</i> | 8 |
| INTRODUCTION | 9 |
| 5. THE DUTY | 12 |
| 5.1. COMPLEMENTARY STATUTORY DUTIES | 12 |
| 6. DEFINITIONS | 13 |



Chesswood Junior School Policy Master



| | |
|--|-----------|
| <i>Extremism</i> | 13 |
| <i>Radicalisation</i> | 13 |
| <i>British Values</i> | 13 |
| 7. CONTEST | 13 |
| 8. ROLES AND RESPONSIBILITIES | 14 |
| 8.1. <i>ROLE OF THE GOVERNING BODY</i> | 14 |
| 8.2. <i>ROLE OF THE HEADTEACHER</i> | 14 |
| 8.3. <i>ROLE OF DESIGNATED SAFEGUARDING LEAD</i> | 14 |
| 8.4. <i>ROLE OF STAFF</i> | 14 |
| 9. RISK ASSESSMENT | 16 |
| 9.1. <i>SIGNS OF VULNERABILITY</i> | 16 |
| 9.2. <i>RECOGNISING EXTREMISM</i> | 17 |
| 9.3. <i>RECRUITMENT FLOW</i> | 18 |
| 9.4. <i>CHESSWOOD CONTEXT</i> | 18 |
| 9.1. <i>COMMUNITY RISK</i> | 18 |
| <i>IRA Bombing (Brighton) 1984 (Bognor) 1994</i> | 18 |
| <i>Operation Crevice 2004 – 2007</i> | 18 |
| <i>Somalian arrests, Worthing, 2012</i> | 19 |
| <i>Storrington</i> | 19 |
| <i>Bognor Far Right</i> | 19 |
| <i>Jihadist Extremism</i> | 19 |
| 9.2. <i>‘EXTREMISM RISK ASSESSMENT FOR SUSSEX EDUCATIONAL PREMISES’</i> | 20 |
| 9.1. <i>INDIVIDUAL RISK ASSESSMENT</i> | 21 |
| 9.1. <i>SIGNS OF SAFETY</i> | 22 |
| <i>Working relationships are fundamental, with families and other professionals</i> | 22 |
| <i>Stance of critical inquiry – always being prepared to admit you may have it wrong</i> | 22 |
| <i>Landing grand aspirations in everyday practice</i> | 22 |
| 9.2. <i>CHANNEL REFERRAL</i> | 23 |
| 9.3. <i>CHANNEL REFERRAL</i> | 23 |
| 9.3.1. <i>Wider Contacts</i> | 24 |
| POLICY AUDIT | 25 |
| PREVENT RISK ASSESSMENT AND CONTROL MEASURES | 26 |



Chesswood Junior School Policy Master



1. RACI – Responsible, Accountable, Consulted, Informed

| 03 February 2023 | | Policy - RACI Report Bespoke | |
|---|--|------------------------------|--------------|
| Prevent Policy | | | |
| ID: | P01 | Area: | School |
| Document Type: | Policy | Level: | Safeguarding |
| Background: | <p>Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</p> <p>In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.</p> <p>Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist 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.</p> | | |
| Authorisation | | | |
| Approval Authority: | Responsible Governors | Approval date: | |
| Approval Guide: | <p>2 Governor assigned to the area would read, understand and approve/amend/approve document, as appropriate. The full governing body would ratify on the recommendation of approval by the governor/s with area responsibility.</p> | | |
| Life Span | | | |
| Live date: | 03/02/2023 | Days: | 365 |
| Term of Review: | 2 Spring | End by: | 03/02/2024 |
| RACI - Responsibility, Accountability, Consultation, Informed | | | |
| Accountable Governor: | Philippa JACKSON | | |
| Responsible Governors: | Conceicao PEREIRA ROQUE, Elizabeth LIASSIDES, Philippa JACKSON, Rachel BAKER | | |
| Senior leader Accountability: | Andrew JOLLEY | | |
| Leadership Accountability: | Jeremy HIMSWORTH | | |
| Operational Leadership: | Jeremy HIMSWORTH, Louise OSWALD, Sharon MAIN | | |
| Consulted: | Governors, Pastoral Support | | |
| Consultation Details: | Meeting Face to Face | | |
| Informed: | Whole School Community | | |
| Informed Details: | Website | | |
| Storage and Communication | | | |
| System Location: | \\Policies\Prevent | | |
| Hard Copy Storage: | Bluebell Room, Head Teacher's Office, Staff Room | | |
| School Web Path: | HOME - PASTORAL - SAFEGUARDING AND CHILD PROTECTION - PREVENT POLICY | | |
| Web Publication | | | |
| Web Site Location: | Website Requirement: | No | |
| https://www.chesswood.w-sussex.sch.uk/page/?title=Prevent+Policy&pid=218&action=saved | | | |



Chesswood Junior School Policy Master



2. Policy Impact and Audit

| 03 February 2023 | | Policy - RACI Report Bespoke | |
|--|-----------------|------------------------------|------------------------|
| Equality Impact Assessment | | | |
| Age Impact: | Limited | Age Impact Type: | Neutral |
| Disability Impact: | Moderate | Disab Impact Type: | Positive |
| For all areas of this policy guidance positive impact is secured through identifying individual risks that may lead to radicalisation or extremist ideas with individual children on a case by case basis. Risks are identified within normal safeguarding procedures that are conscious of the Prevent Duty | | | |
| Disadvantaged Impact: | Moderate | Disadv Impact Type: | Positive |
| Faith Impact: | Moderate | Faith Impact Type: | Positive |
| Gender Impact: | Limited | Gender Impact Type: | Neutral |
| Marital Status Impact: | Limited | MS Impact Type: | Neutral |
| Maternity Impact: | Limited | Maternity Impact Type: | Neutral |
| Race Impact: | Moderate | Race Impact Type: | Positive |
| SEN Impact: | Moderate | SEN Impact Type: | Positive |
| Sexual Orientation Impact: | Moderate | SO Impact Type: | Positive |
| Policy Audit | | | |
| External Contact information is accurate - email, web and phone numbers | | | |
| Outcome: | Fully Compliant | Audited by: | Audit Date: 03/02/2023 |
| Roles of school community groups align with current expectations | | | |
| Outcome: | Under Review | Audited by: | Audit Date: 03/02/2023 |
| JH to review | | | |
| The policy remains aligned to the current Prevent Duty | | | |
| Outcome: | Fully Compliant | Audited by: | Audit Date: 03/02/2023 |
| The school is compliant with its Prevent Statutory duty | | | |
| Outcome: | Under Review | Audited by: Andrew JOLLEY | Audit Date: 03/02/2023 |
| Review training completion and type from autumn term 22 | | | |



Chesswood Junior School Policy Master



3. Policy Links

This policy should be read in conjunction with the following school policies

| | |
|----------------------------|--|
| Policy/Guidance/ Poster | <u>System Link</u> |
| | <u>School Website Link</u> |

| | |
|--|--|
| | |
| | |

Core

| | |
|--|--|
| The Prevent Policy | <u>Y:\School Level\Policies\Prevent</u> |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Prevent+Policy&pid=218&action=saved</u> |
| British Values Guide | <u>Y:\School Level\Policies\SMSC</u> |
| | |
| SMSC Policy | <u>Y:\School Level\Policies\SMSC</u> |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Social%2C+Moral%2C+Spiritual+%26amp%3B+Cultural+%28SMSC%29&pid=228</u> |
| Behaviour Policy | <u>Y:\School Level\Policies\Behaviour and Discipline - Statutory</u> |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&pid=208</u> |
| Child Protection Policy | <u>Y:\School Level\Policies\Child Protection and Safeguarding - Statutory</u> |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Safeguarding+and+Child+Protection&pid=212</u> |
| What to do if you are concerned | |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Safeguarding+and+Child+Protection+Policy&pid=217</u> |
| Confidential Reporting (Whistle Blowing) Policy | <u>Y:\School Level\Policies\Confidential Reporting</u> |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Confidential+Reporting+%28Whistle+Blowing%29&pid=1470</u> |
| Anti Bullying | <u>Y:\School Level\Policies\Behaviour and Discipline - Statutory\Anti-Bullying- Statutory</u> |
| | <u>https://www.chesswood.w-sussex.sch.uk/page/?title=Anti%2DBullying&pid=209</u> |
| | |
| | |



Chesswood Junior School Policy Master



General

| | |
|-----------------------------|---|
| The Prevent Duty | |
| | https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty |
| British Values | |
| | https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc |
| DFE Prevent Training | |
| | https://www.gov.uk/guidance/prevent-duty-training |
| | |
| | |



Chesswood Junior School Policy Master



4. Executive Summary – Prevent Essentials for All

| | |
|---|---|
| <p>Prevent Duty</p> <p>From 1 July 2015 all schools, 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”.</p> <p>All staff are responsible for acting in accordance with responsibilities detailed within this policy to comply with the Prevent Duty.</p> | <p>Marginalisation and isolation at primary school</p> <p>At the primary school age, risks are likely to occur if children become marginalised and/ or isolated perhaps by special educational need; significant family trauma; English not being the first language and significant deprivation.</p> <p>Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties.</p> |
| <p>Radicalisation</p> <p>Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with any terrorist groups e.g. Far Right, Far Left, Environmental, Animal Rights, Nationalist (IRA), Al Qaeda.</p> | <p>Report it!</p> <p>Staff with any well-being or safeguarding concern about a child must email within the same working day:</p> <p>cplo@chesswood.w-sussex.sch.uk</p> <p>This would include concerns relating to vulnerable to isolation, marginalisation and therefore potential radicalisation.</p> <p>Remain vigilant and challenge any inappropriate comments or material shared by any member of the school community – staff, child, parent, volunteer, governor (i.e. electronic, verbal, hardcopy – this is not an exhaustive list).</p> |
| <p>Extremism</p> <p>Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values.</p> | <p>British Values</p> <ul style="list-style-type: none"> Democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. |
| <p>Chesswood Bright Sparks</p> <p>The ‘Bright Spark’ code, is the foundation of the school ethos, which can, and does, have the capacity to ensure the Chesswood community is robust, confident and inclusive. All staff must actively promote the ‘Bright Sparks’ community code as part of normal daily practice.</p> | <p>It couldn’t happen here – yes it could!</p> <p>Chesswood is a large diverse school community (language (30+ spoken), ethnic (12+ different groups) and religion (All major faiths recorded)). There are 20%+ (100+ children) with a special education need – (the majority of whom experience or have experienced notable deprivation). There are in excess of 100 children who have or are experiencing deprivation. Without a coherent school ethos and curriculum actively supported by all employees there would be a very high risk of children being marginalised and isolated.</p> |
| <p>Spot the signs</p> <p>Underachievement; being in possession of extremist literature; poverty; social exclusion; traumatic events; global or national events; religious conversion; change in behaviour, extremist influences; conflict with family over lifestyle; confused identify; victim or witness to race or hate crimes; rejection by peers, family, social groups or faith.</p> | <p>Local links and events to terrorism</p> <p>IRA Bombing (Brighton) 1984 (Bognor) 1994; Operation Crevice 2004 – 2007; Somalian arrests, Worthing, 2012; Bognor Far Right; Jihadist Extremism – joining ISIS – brides, fighting and sympathy.</p> <p>It is assessed that currently, the greatest risk to United Kingdom residents and interests comes from Jihadist ideology that is driving conflict in the Middle East. Within Sussex there is also evidence of Extreme right wing activity. Legitimate campaign issues including animal rights, ecological concerns, anti-government and foreign policy are a feature within Sussex.</p> |



Chesswood Junior School Policy Master



Introduction

Staff with any concern about a child who may be vulnerable to radicalisation must email –

cplo@chesswood.w-sussex.sch.uk

This policy has been written to ensure all members of staff at Chesswood Junior School –

- understand the wider context of the PREVENT AGENDA.
- accept that extremist activities have and do take place within the local area
- recognise when a child or family member may be at risk of marginalisation and therefore potential radicalisation.
- recognise that radicalisation can take many forms in line with a wide variety of causes, all of which, at the extreme end, would present safeguarding concerns for any child regardless of cause e.g. Far Right, Far Left, Environmental, Animal Rights, Nationalist (IRA), Al Qaeda.
- take appropriate timely action to report concerns.
- recognise that this duty does not require any significant change to existing practice simply vigilance and continuing to follow existing safeguarding and behaviour procedures.
- Continue to plan and promote a broad and balanced curriculum that enables and encourages children to openly ask questions, debate a wide range of issues.

Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. At the primary school age, risks are likely to occur if children become marginalised perhaps by special educational need; significant family trauma; English not being the first language and significant deprivation. It is therefore critical that Chesswood Junior School is a strong community that genuinely involves all children and families within the everyday life of the school; promoting children's rights and ensuring they take their responsibilities seriously. The 'Bright Spark' code, shown below, is the foundation of the school ethos, which can, and does, have the capacity to ensure the Chesswood community is robust, confident and inclusive. The code tacitly supports British Values:

- democracy.



Chesswood Junior School Policy Master



- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Watch the following video and consider the impact a school could have on reducing future risks to community cohesion, radicalisation and extremism:

<https://www.theguardian.com/world/video/2016/mar/31/what-makes-a-bunch-of-teenagers-from-brighton-go-to-syria-video>

As you read this policy and consider policy, procedure and ethos at Chesswood consider:

- practice currently in place that would reduce risks highlighted within video
- how your practice and work in support of policy, procedure and ethos reduces risks
- any aspects that could be improved to reduce risk further (any idea, thoughts or suggestions should be directed to – cplo@chesswood.w-sussex.sch.uk)

All members of staff should be grounded in the FACTs of what has been seen or heard, directly or indirectly and do this without prejudice or assumption. Look at the faces in the photo below can you spot an extremist? On what basis? What led you to that conclusion? For the answer refer to the final page...(once you have read the rest of the policy!)





Chesswood Bright-Sparks

Be the best we can be, at all times

Respect the rights of others and take our responsibilities seriously

Innovate – we are creative, ask questions, investigate new ideas

Go “the extra mile” in everything we do

Hold high expectations of ourselves and others

Turn up, turn up on time, turn up ready for action

Seize the opportunities we have and make the most of them

Persevere when challenged - think positively, find solutions, never give up!

Aspire to great things – ‘Dream Aspire Achieve,’ be extraordinary

Recognise our part in the community – school, local, national and international

Know we are part of the Chesswood team – we are willing to help and be helped

Show courtesy, care and kindness, all of the time



Chesswood Junior School Policy Master



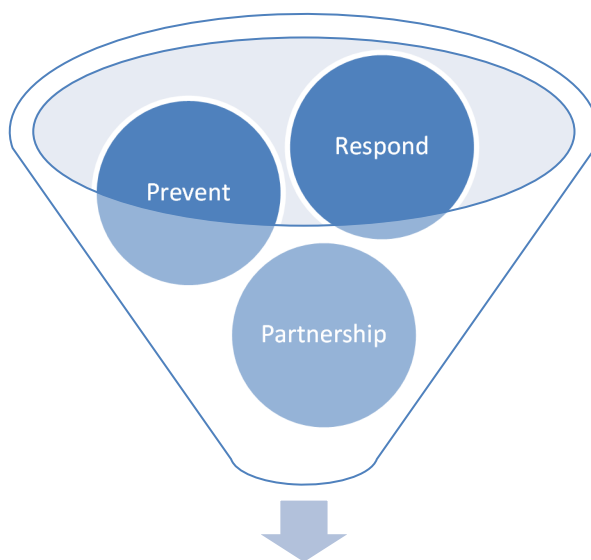
5. The Duty

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as '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. It applies to schools amongst a wide range of public-facing bodies.

Ofsted's revised common inspection framework for education, skills and early years, which, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

The Prevent strategy has three specific strategic objectives:

- respond 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; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.



Prevent Strategic Objectives

5.1. Complementary Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)



Chesswood Junior School

Policy Master



- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

6. Definitions

Extremism

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.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Personal and political transformation from one condition to another.
- The process by which a person comes to support terrorism and forms of extremism leading to terrorism – but no single ‘blueprint’.
- Becoming radicalised is, for many, a gradual process and requires a progression through distinct stages, happening neither quickly nor easily.
- Although a person does not become radical overnight, the influence of a ‘catalyst event’ may accelerate the process.

British Values

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

7. Contest

The UK Government’s counter-terrorism strategy follows four strands, it is a schools duty to address the fourth ‘PREVENT’

Pursue – To stop terrorist attacks – disruption, investigation and detection.

Protect – To strengthen our protection against terrorist attack. – borders, infrastructure, crowded places, landmarks etc.

Prepare – Where an attack cannot be stopped, to mitigate its impact.

Prevent – To stop people from becoming terrorists or supporting violent extremism.



8. Roles and Responsibilities

8.1. Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a group and Chair person who will liaise with the head teacher and other staff about issues to do with protecting children from radicalisation.

8.2. Role of the Headteacher

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

8.3. Role of Designated Safeguarding Lead¹

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns i.e. everyone can answer the following confidently and convincingly:
 - What would you do if you thought a child was at risk of radicalisation?
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

8.4. Role of staff

It is the role of staff to

- Promote and use the 'Bright Sparks' community code as part of normal daily practice to challenge unacceptable behaviours and reinforce good behaviours.
- understand the issues of radicalisation, are able to recognise the signs of

¹ At this time this is the head teacher supported by the deputy head teacher and pastoral HLTA



Chesswood Junior School Policy Master



vulnerability or radicalisation and know how to refer their concerns and refer them consistently using the agreed school procedure.

- Remain vigilant and challenge any inappropriate comments or material shared by any member of the school community – staff, child, parent, volunteer, governor (i.e. electronic, verbal, hardcopy – this is not an exhaustive list).
- Hold sufficient knowledge of this policy and procedure, school context and individual children in their care that they can confidently and convincingly answer the following:

- What would you do if you thought a child was at risk of radicalisation?

Staff with any concern about a child who may be vulnerable to radicalisation must email

—

cplo@chesswood.w-sussex.sch.uk



Chesswood Junior School Policy Master



9. Risk Assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology (*“Extremism” 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.*). It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Staff with any concern about a child who may be vulnerable to radicalisation must email –

cplo@chesswood.w-sussex.sch.uk

The member of staff should must make every reasonable effort to write the email on the same working day as the concern arises as the information alone may, when added to other contextual information, be significant.

9.1. Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation and marginalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events



Chesswood Junior School Policy Master



- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

9.2. Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Crown Prosecution Service: “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;



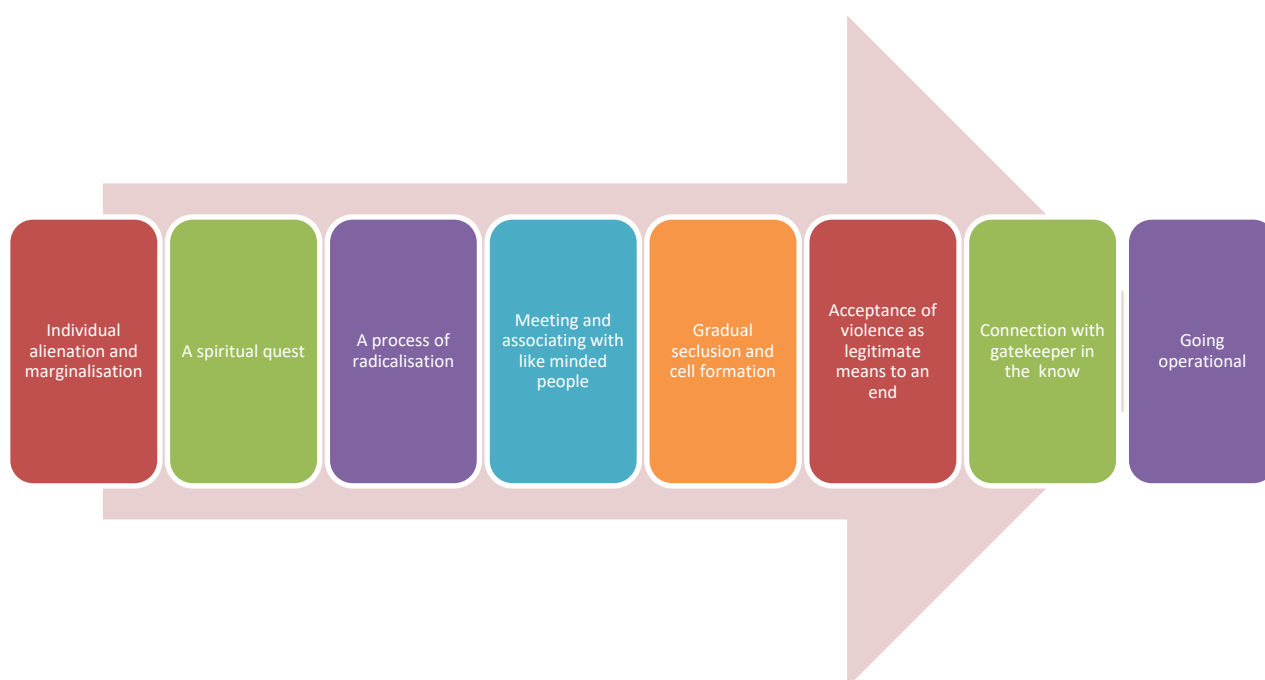
Chesswood Junior School Policy Master



- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- Foster hatred which might lead to inter-community violence in the UK."

9.3. *Recruitment Flow*

Adapted from Taarnby 2005. The model below illustrates a path that may be taken by a person at risk of radicalisation. Within the primary school environment, our focus would be on preventing individual alienation and marginalisation through our strong community ethos.



9.4. *Chesswood Context*

In summary, we are a large and diverse (language, ethnic and religion) community, with a large minority of children experiencing some form of special education need (the majority of whom experience or have experienced notable deprivation).

9.1. *Community Risk*

The risk of radicalisation and extremism within the locality is judged to be low by many and whilst it may be lower than large metropolitan areas such as London, Birmingham and Manchester, terrorist activities have taken place:

IRA Bombing (Brighton) 1984 (Bognor) 1994

Operation Crevise 2004 – 2007



Chesswood Junior School Policy Master



Operation Crevise was a raid launched by Metropolitan and local police in England on the morning of 30 March 2004. It was in response to a report indicating cells of terrorists of Pakistani origin, operating in the Thames Valley, Sussex, Surrey and Bedfordshire areas, the source of which was said to be an interception of an instruction sent from Al-Qaeda leaders in Pakistan to militants in Britain. The operation resulted in five men being found guilty in April 2007 of conspiring to cause explosions likely to endanger life.

Somalian arrests, Worthing, 2012

Detectives trying to disrupt an international terrorism finance ring raided a property in Worthing. Counter-terrorism officers raided a building as part of a co-ordinated operation involving addresses across the country. A total of seven people were arrested on suspicion of funding terrorism overseas and money laundering through the illegal export of drugs to the US and Canada.

Storrington

Within a local village the following vandalism (Far Right) was experienced:



Bognor Far Right

Benjamin Raymond, 25 – who has been pictured performing Nazi salutes and posted on Facebook that he wants to exterminate Jews and non-whites – lives with his parents in Bognor. His group, National Action (NA) ... targets universities for recruitment and has also held a number of controversial demonstrations. The Argus, 8 June 2014

Jihadist Extremism

Brighton teenager killed in Syria BBC News 18 April 2014 Abubaker Deghayes said he had



Chesswood Junior School Policy Master



heard of his son Abdullah's death though Facebook. "As far as I know, Abdullah went to Syria - without my consent or his mother's consent - to fight in Syria against the dictator [President Bashar al-Assad]. He was killed in a battle, as far as I know." "I never encouraged him and he went there of his own free will," Mr Deghayes said. "I am sad for the loss of Abdullah, but at the same time, I can feel some comfort as he went for a just cause."

http://www.theguardian.com/world/video/2016/mar/31/what-makes-a-bunch-of-teenagers-from-brighton-go-to-syria-video?CMP=Share_iOSApp_Other

A British man thought to have carried out a suicide bombing in Syria was Abdul Waheed Majid, BBC 12 February 2014. The 41-year-old, from Crawley in West Sussex, is believed to have carried out a suicide truck bombing in the city of Aleppo. Officials have not confirmed his identity, citing lack of DNA evidence. The suspect is believed to have been responsible for a bomb attack at a prison in Aleppo that resulted in inmates escaping.

9.2. 'Extremism risk assessment for Sussex educational premises'

It is assessed that currently, the greatest risk to United Kingdom residents and interests comes from Jihadist ideology that is driving conflict in the Middle East. Jihadist's are often referred to as extreme Islamists but their beliefs are not linked to any recognised form of Islam. This ideology has led to individuals travelling to Syria to fight or assist with fighting, as well as for women travelling to become 'Jihadi Brides'. Within Sussex there is evidence over time of this threat. At Chesswood it is perceived that there is some risk that children could be relocated to Syria with their family or that a member of their family could join the movement in Syria – there has not and has never been any specific risk related to an individual or family and therefore the risk is judged to be equal with other school communities throughout the country.

Within Sussex there is also evidence of Extreme right wing activity. This has included recruitment attempts online, at protests and directly. At Chesswood it is perceived that there is some risk that children could be influenced by right wing ideologies and this is based on, in recent years, the use of racist language by individuals and the reaction, support or otherwise communicated by parents when contacted. The risk of such activity is perceived to have reduced markedly since the school has changed from a middle to a junior school. Deprivation and significant family disruption experienced by a small minority of children has led to groups of children 'meeting and associating with like minded people' and 'gradual seclusion and cell formation' particularly in Homefield Park leading to a wide range of persistent anti-social behaviour, whilst the behaviours were not typically right wing or racist there was a notable risk



Chesswood Junior School Policy Master



that it could happen.

In addition, Sussex has also seen lawful protest action associated with a number of legitimate campaign issues including animal rights, ecological concerns, anti-government and foreign policy. At Chesswood the risk relating to these areas are low but we have experienced strong views in relation to the science chicks project on the basis of animal rights which has led to pressure on social media and direct concerns to stop the project. There are and have been no significant specific concerns relating to any of these issues at Chesswood.

9.1. *Individual Risk Assessment*

There are a number of factors that have been shown to create vulnerability to radicalisation. These can be generalised as inherent, experienced and environmental.

| Factors | Examples (Bold type indicates a perceived higher risk) |
|---------------|--|
| Inherent | Personality, mental health, special educational needs – in particular autism which make a person susceptible to suggestion. |
| Experienced | What is happening within a child's life – bereavement, divorce, significant family disruption, sustained poor parenting, puberty, moving, break up of relationships, academic failure, self image, sexual conflict, drugs or alcohol misuse (by them or close family members) , involvement in crime (by them or close family members), pervading views of influential adults around them. |
| Environmental | Responses to events not directly related to an individual but having an impact – poverty , being a victim of crime, being in a relationship with someone involved in extremism , cultural factors including fighting against or seeking to find your own culture, finding or losing a faith where the individual may feel uncertain and seek direction. |



Chesswood Junior School Policy Master



9.1. Signs of Safety

Working relationships are fundamental, with families and other professionals

Relationships must be forged and maintained in the face of the coercive nature of safeguarding intervention, biases towards pre-judgment of families and different perspectives of professionals.

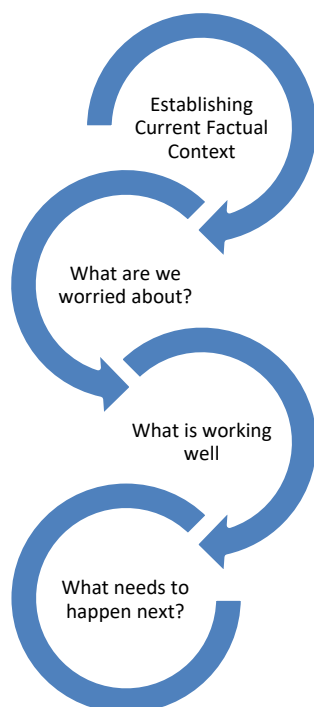
Stance of critical inquiry – always being prepared to admit you may have it wrong

As Eileen Munro observes, “the major source of error in child protection is not being prepared to admit you may have it wrong”. Child protection investigations need to take a questioning approach and remain open minded. They cannot be the formulation of a hypothesis and fitting the evidence to support that hypothesis.

Landing grand aspirations in everyday practice

Families and front line practitioners are the arbiters of whether practice works. This “practice led evidence” has informed the development of Signs of Safety and continues to be the engine of learning for practitioners and to drive innovation and evolution of the approach.

The signs of safety approach follows the path below:





Chesswood Junior School Policy Master

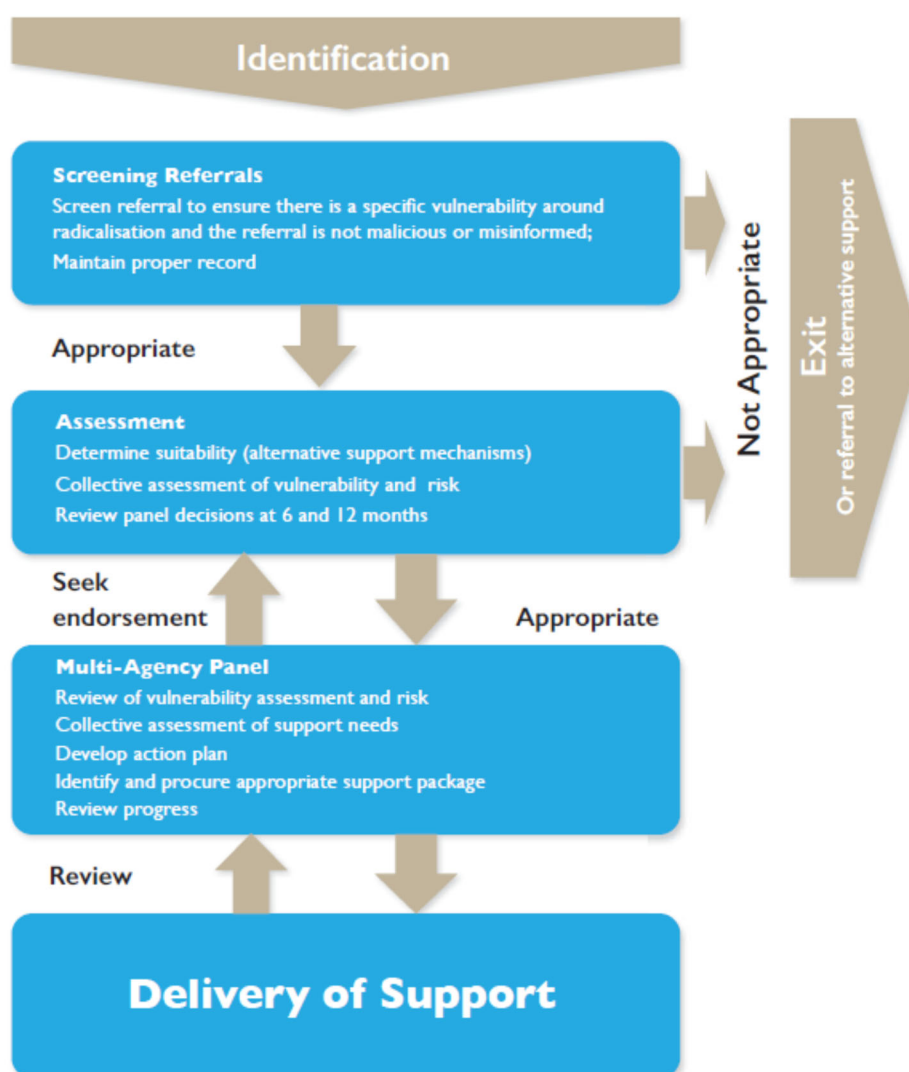


9.2. Channel Referral

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. 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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk;
- assessing the nature and extent of that risk; and
- developing the most appropriate support plan for the individuals concerned.



9.3. Channel Referral

<https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child->



Chesswood Junior School Policy Master



[sexual-exploitation-cse/radicalisation/channel](#)

☑ If you are worried about a child speak to the Integrated Front Door (IFD) on 01403 229900

☑ Call 999 for the Police if you think a child is in Immediate Danger

☑ WSChildrenServices@westsussex.gov.uk



Home About Us ▾ Procedures Children & Young People ▾ Parents & Carers Professionals ▾ Reviews ▾ Resources ▾ 🔍 🌐

[Home](#) » [Professionals](#) » [Child Exploitation \(CE\) Including Child Sexual Exploitation \(CSE\)](#) » [Radicalisation](#) » Channel

Channel

Channel is a multi-agency process for identifying, referring and supporting a person at risk of radicalisation, focusing on early intervention and engagement. Through Channel we aim to:

- Identify people at risk of being drawn into terrorism
- Assess the nature and extent of the that risk; and
- Develop at the most appropriate support plan for the individual or individuals concerned

Participation in Channel is voluntary and can lead to a wide package of support, such as mentoring, life skills, therapies, housing support, and drug and alcohol support. This is delivered by agencies working together from across the children and adult's workforce, such as local authority, health, education, police, and voluntary and community organisations. Where the support needs can't be met through existing mainstream provision locally, the panel can access specialist support, including Channel intervention providers, approved by the Home Office.

Who can receive support through Channel?

Support through Channel may be appropriate for anyone who is vulnerable to being drawn into terrorism. This includes children or adults of any faith or ethnicity or background. The aim is to reach people before their vulnerabilities are exploited by those who want to them embrace terrorism and they are drawn into committing

Pages

[PREVENT – Anti Terrorism and Anti-Radicalisation of Vulnerable People](#)

[Channel](#)

The channel referral form is included within this web page

9.3.1. Wider Contacts

- Anti Terrorist Hotline: **0800 789 321**
- Crime stoppers: **0800 555 111**
- Relevant Police force: **101 Ext 531355**
- www.gov.uk/report-suspicious-activity-to-mi5
- www.gov.uk/report-terrorism



Chesswood Junior School Policy Master



Policy Audit

Paste policy audit details from school information database here

Prevent Risk Assessment and Control Measures

| Circumstance, Activities e.g. classroom, school fair | Prevent | Explanatory Notes e.g. brief overview of timing, frequency and key information | |
|--|---|--|------------------------|
| Name of lead assessor | Andrew Jolley | The risk assessment will be updated with the school policy – in response to significant changes in external Prevent guidance and/ or in relation to any incidents that may have a bearing on the management of the Prevent Duty at Chesswood | |
| Signature of Assessor | | | |
| Last updated | August 2019 | | |
| Risk points for S & L | Severity of Harm (S) | Likelihood of harm occurring (L) | Risk rating |
| 1 | No injury, impact or illness | Very Low | 0-4 Insignificant Risk |
| 2 | 1 st Aid injury, impact or illness | Very Unlikely | 5-9 Low risk |
| 3 | Minor injury, impact or illness | Unlikely | |
| 4 | Over 3 day injury, impact or illness | Likely | 10-15 Medium Risk |
| 5 | Major injury, impact or illness | Very Likely | 16+ High risk |
| 6 | Fatality, disabling injury, impact or illness | Almost Certain | |

Example: School Drop Off – Gate management leaving gates unlocked $S6 \times L3 = 15$ therefore medium risk. Considerations if a young child left the school premises, especially in a distressed state they could be involved in a road traffic accident. If they were involved in an accident it is reasonable to assume it could be fatal or disabling. That said, children are typically cautious near roads and therefore it is unlikely that an RTA would occur (although it is possible!).



Chesswood Junior School Policy Master



| Hazards What could cause harm & type of harm | Persons likely to be exposed | Basic Control measures Agreed Control measures that must be used | Residual risk with control measures | | |
|---|--|--|-------------------------------------|------------------------|-------------|
| | | | Severity of Harm (S) | Likelihood of harm (L) | Risk Rating |
| IT and online study B Miller - Lead | All students Students access extremist or terrorist material whilst using college networks | Filtering policies Acceptable users policy E Safety policy and E-safety as part of computing curriculum | 4 | 3 | 12 |
| Curriculum and learning | All students Children are exposed by staff or contracted providers to messaging support of terrorism or which contradicts British Values. Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged | General awareness raising on Prevent to staff Safer Recruitment training undertaken by senior leadership team and those leading any recruitment within school – including initial teacher training students Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners Opportunities to promote SMSC including British values are identified within all curriculum areas (see subject policies and SMSC policy) Staff induction process Supply teacher guidance leaflet The 'Bright Sparks' community code and its promotion as part of normal daily practice. Disciplinary policy & procedures followed for classroom management issues | 4 | 1 | 4 |



Chesswood Junior School Policy Master



| | | | | | |
|--|---|---|---|---|---|
| Safeguarding and disclosure | All students & staff Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues | All staff receive appropriate initial training and refresher training annually. All contractors (including supply teachers) are informed of their duty to report any safeguarding concern and to comply with Teacher standards. All visitors to assembly or within school experiences are supervised throughout the session. For all safeguarding concerns there is a simple system – Report it! cplo@chesswood.w-sussex.sch.uk Safeguarding policy and process consistently reflects best practice, DFE and local authority guidance | 4 | 1 | 4 |
| Individual children marginalised and isolated – inherent, experienced and environmental concerns | All students and staff Individual children marginalised and isolated | Comprehensive attendance, safeguarding and behaviour management policy, process and practice. Strong cohesive working practices and communication between safeguarding team, inclusion team and all staffing groups e.g. year groups, teaching assistant team, admin team Strong cohesive working practices and communication between inclusion and SEN team with all outside agencies – early help and MASH. Inclusion team referral, impact monitoring and risk assessment process. Management and use of pupil premium funding Admissions process and induction of new children to Chesswood. | 4 | 2 | 8 |
| Ethos and culture | All students and staff Staff or contracted | Safer recruitment process – including emphasis on person specification; ID checks; safe guarding form All staff receive appropriate induction, initial training and refresher | 4 | 1 | 4 |



Chesswood Junior School Policy Master



| | | | | | |
|-------------------------------------|--|--|---|---|----|
| | providers are not aware of/do not subscribe to the values, principles and ethos of the school | training annually. All contractors (including supply teachers) are informed of their duty to report any safeguarding concern and to comply with Teacher standards. All visitors to assembly or within school experiences are supervised throughout the session. Stakeholder questionnaires – analysis of outcomes School context report, annually Assessment reports to parents –termly | | | |
| Communication management | All staff and children | IT – acceptable use policies and procedures covering all aspects of computing and electronic communication – email, website, social media. School environment – site management procedures regularly walking the site to ensure no vandalism and responding where necessary; Leaders throughout the school remain vigilant for inappropriate material. | 4 | 3 | 12 |
| Further Control Measures | It is recognised that the severity and impact of harm subject to any incident is unlikely to reduce in response to the control measures. However, the likelihood of an incident in many cases is substantially reduced. | | | | |
| Record of incidents and near misses | A disused Chesswood facebook account posted material linked to terrorism. Within an hour of seeing this the posts were deleted and the old blog was suspended and removed so no content could be posted there. April 2016 A small group of disadvantaged children became involved within and outside school premises and hours with serious anti-social behaviour including theft, violence, discriminatory language, inappropriate sexualised behaviour, gang culture. Academic Year 2014-15 | | | | |