

## Dulwich Hamlet Junior School

### Prevent Action Plan 2016-2017

Dulwich Hamlet Junior School; recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism

References: Keeping Children safe in Education: Information for all school and college staff DfE, September 2016

The Prevent Duty: Departmental advice for schools and childcare providers DfE, June 2015

Southwark Prevent Partnership Delivery Plan 2016-2017

Duty	What This Means	Action Red indicates action taken and where evidenced Blue indicates actions to be done and when	By Whom
<b>Risk Assessment</b>			
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	All staff have read <i>Keeping Children Safe in Education</i> , September 2016 Cf training <b>September 2016</b> The Prevent Lead has informed staff of their duties as set out in <i>The Prevent Duty</i> (DfE, June 2015) Cf document <b>DHJS Prevent - circulated to all staff in March 2017</b>	All staff  Prevent Lead
	Staff can identify individual children who may be at risk of radicalisation and how to support them	The Prevent Lead has informed staff about signs and indicators of radicalisation <b>Contained in School Safeguarding Policy - all staff have read.</b> Cf document <b>DHJS Prevent - circulated to all staff in March 2017</b> <b>September 2017 Safeguarding Training</b>	All staff
	There is a clear procedure in place for protecting children at risk of radicalisation	All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty.  <b>Contained in School Safeguarding Policy - all staff have read.</b>  All staff understand how to record and report concerns regarding risk of radicalisation Cf document <b>DHJS Prevent - circulated to all staff in March 2017</b>	Prevent Lead

	There is a clear procedure in place for protecting children at risk of radicalisation	All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty.  All staff understand how to record and report concerns regarding risk of radicalisation <a href="#">Cf document DHJS Prevent - circulated to all staff in March 2017</a>	All staff  All staff
	The school has identified a Prevent lead	All staff know who the Prevent Leads is and that this person acts as a source of advice and support. <a href="#">Cf document DHJS Prevent - circulated to all staff in March 2017</a>	All staff
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	Request an outline of what the speaker intends to cover Research the person/organisation to establish whether they have demonstrated extreme views/actions Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. Provide justification for their decisions in writing. <a href="#">Assistant Head/Wider Learning to create and use a template for the above. By end Spring 2017.</a>	Prevent Lead  Assistant Head responsible for Wider Learning - carries out these checks and records conversation taken place.
<b>Working in Partnership</b>			
The school is using existing local partnership arrangements in exercising its prevent duty	Staff record and report concerns in line with existing policies and procedures The Prevent Leads makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel	All staff record and report concerns on the usual 'logging concerns' form Records of referrals are kept in the child's CP file Referrals are followed up appropriately. <a href="#">Cf document DHJS Prevent - circulated to all staff in March 2017</a> <a href="#">Cf usual safeguarding procedures with the addition of referrals if necessary to other relevant authorities as per DHJS Prevent</a>	All staff  Prevent lead
<b>Staff Training</b>			
Equip staff to identify children at risk of being drawn into	Assess the training needs of staff in the	Designated safeguarding Leads to undertake specific Prevent Awareness Training to disseminate to staff <a href="#">Contact Local Authority to find out if specific training exists and</a>	Designated

terrorism and to challenge extremist ideas	light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	<p>book on - by end Spring 2017</p> <p>Check if this will be a component of the Safeguarding leads refresher training in May 2017 – by end of Spring 2017</p> <p>All staff to be familiar with signs and indicators of radicalism</p> <p>Cf document DHJS Prevent - circulated to all staff in March 2017</p>	Safeguarding Leads/Prevent Leads
<b>IT Policies</b>			
Ensure that children are safe from terrorist and extremist material When accessing the internet in school	The school has policies in place which make reference to the "Prevent" duty.	<p>E safety policy</p> <p>To be updated by end of Summer 2017</p> <p>Staff code of conduct</p> <p>Anti-bullying policy</p> <p>Appoint a School Governor to take responsibility for e safety and use of social media – by end of Summer 2017</p>	Prevent Lead
	Children are taught about online safety with specific reference to the risk of radicalisation	<p>The curriculum reflects this duty</p> <p>E safety lead to audit curriculum and ensure this is explicitly the case</p>	E safety lead Prevent lead
<b>Building children's resilience to radicalisation</b>			
Ensure that pupils have a 'safe Environment' in which to discuss 'controversial issues'	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	<p>Through PSHE, and other curriculum activities, pupils are able to explore political, religious and social issues</p> <p>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</p> <p>Relevant staff are aware of the government guidance :</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf</a></p> <p><a href="https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published">https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published</a></p> <p>Cf school safeguarding training September 2015</p> <p>September 2017 training to be focussed on Prevent and British Values</p>	

**DHJS “Prevent”** (for circulation to all staff)

Your Prevent Leads are –

Claire Purcell Sharon Baxendale

The Duties of the Prevent Lead are –

To assess the risk of pupils being drawn into terrorism including support for the extremist ideas that are part of terrorist ideology,  
To assess risk based on an understanding, shared with partners, of the potential risk in the local area,  
To demonstrate that they are protecting children and young people from being drawn into terrorism.

Signs and Indications of radicalisation –

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).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

#### What to do if you have a concern –

If a member of staff in a school has a concern about a particular pupil they should **follow the school's normal safeguarding procedures**, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

#### What are British Values?

According to Ofsted, 'fundamental British values' are:

democracy.

the rule of law.

individual liberty.

mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.