Purple Ruler Prevent Duty Policy

Document Authors Name	Bella Ma
Approved By	Candice Steytler

Document Version Control	
Creation Date	July 2024

Next Review Date	July 2025

Statement of Intent

At Purple Ruler, safeguarding our learners from the risk of radicalisation is a crucial part of our wider safeguarding duties. We are committed to actively assessing and mitigating the risk of children being drawn into terrorism. Our staff are trained to be vigilant and recognise changes in behaviour that could indicate a need for help or protection. Utilising their professional judgement, staff will identify at-risk children and act appropriately, which may include making a referral to the Channel programme. We work in partnership with local safeguarding authorities to ensure the safety and well-being of all our learners. Prevent is a proactive strategy that aims to foster an environment of mutual trust and respect, counteracting the conditions that facilitate radicalisation. Extremism, in any form, has no place in our school. By equipping young

people with the knowledge, skills, and sound judgement to challenge extremist ideologies, we aim to create a safe and inclusive educational environment.

Legal Framework

This policy is based on the following legislation and guidance:

- Counter-Terrorism and Security Act 2015
- Prevent Duty Guidance for England and Wales
- The Education Act 1996
- The Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education 2024
- The Prevent Duty: An Introduction for Those with Safeguarding Responsibilities

Definitions

Extremism: The Government defines extremism 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." This also includes calls for the death of members of the armed forces, whether in the UK or overseas.

Radicalisation: is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism: is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Training and Awareness

Designated Safeguarding Lead (DSL) and Leadership Training

Our Designated Safeguarding Lead has undertaken a comprehensive Prevent awareness training from SSS Training and will take the refresher course annually. This training equips the DSL with the necessary knowledge and skills to advise and support staff on protecting children against the risk of radicalisation. The DSL will stay updated on Prevent strategies, ensuring they can offer current and relevant guidance.

Senior leaders and selected members of the management team are required to undertake the same training course to better understand their role in promoting the Prevent Duty, how to better incorporate it in our curriculums, ensure the strategy is effectively integrated into the safeguarding policies, as well as to support the DSL in managing Prevent concerns.

Initial Staff Training

New staff members will receive Prevent duty training from the Government website (https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal) as part of their initial training process. This ensures they are immediately aware of their responsibilities and the procedures for reporting concerns about radicalisation and extremism. Staff will also participate in periodic refresher courses to sustain their awareness and capability.

Learner Awareness

Learners will be educated about the risks of radicalisation and extremism through age-appropriate curriculum content. This includes:

- **Understanding Risks:** Lessons on recognising and understanding the risks associated with radicalisation, including the use of the internet and social media by extremists.
- **Building Resilience:** Activities and discussions aimed at building resilience against extremist views and promoting critical thinking skills.
- **British Values:** Promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for different faiths and beliefs.

We will engage with parents and the wider community to raise awareness about the Prevent duty and how they can help safeguard children against radicalisation. This may include hosting sessions to inform parents about the risks of radicalisation and the school's role in preventing it, as well as providing clear communication channels for parents to raise concerns and seek advice on Prevent-related matters.

Risk Indicators

Recognising the risk indicators of radicalisation is critical for early intervention. These indicators can manifest in various aspects of a learner's life, including changes in behaviour, appearance, social interactions, and online activities. The following list outlines key risk indicators that staff should be vigilant about:

Identity Crisis

- A noticeable shift away from cultural or religious backgrounds.

- Expressing feelings of not fitting in or being misunderstood.

- Adopting new styles that may be associated with extremist groups.

- Increasingly discussing particular ideologies, potentially extremist.

- Owning or displaying symbols, literature, or other materials linked to extremist causes.

Personal Crisis

- Conflicts or issues within the family unit.

- Feeling disconnected from peers or community.

- Exhibiting signs of low self-worth or confidence.

- Withdrawing from established social circles.

- No longer participating in hobbies or interests once enjoyed.

- Searching for meaning or understanding about personal identity or faith.

Vulnerability Through Personal Circumstances

- Recent migration or movement that disrupts stability.

- Experiencing or witnessing local community conflicts.

- Personal impact from conflicts or events in their home country.

- Expressing grievances against British values or society.

- Feeling wronged due to racism or other forms of discrimination.

Unmet Aspirations

- Believing they are being treated unfairly or unjustly.

- Experiencing a sense of inadequacy or failure.

- Disengagement from societal norms or responsibilities.

Other Indicators

- Using language that belittles or discriminates against certain groups.

- Addressing others in ways that show disrespect or prejudice.

- Owning material that promotes hatred or prejudice.

- Engaging in vandalism or destruction of property.

- Defying requests or instructions from facilitators or other adults.

- Condoning or actively supporting extremist ideologies or organisations.

Online Behaviour

- Using different online personas.

- Spending excessive time on websites that promote extremist ideologies.

- Collecting materials that support extremist narratives.

Change in Behaviour and Views

- Becoming more argumentative or hostile.

- Displaying abusive actions towards others.

- Rationalising the use of violence to address societal issues.

Altered Associations

- Shifting from old friends to new groups with potentially extremist views.

- Changing looks to align with extremist groups.

- Using language or jargon associated with extremist ideologies.

- Withdrawing from previously close relationships.

Anti-Social Behaviour

- Becoming more reclusive or hostile in social settings.

- Avoiding or shunning those who are different.

- Being secretive about whereabouts or activities.

- Displaying or wearing symbols associated with terrorist organisations.

Responsibilities

Roles	Responsibilities
Directors of Organisation	- Ensure the implementation and effectiveness of the Prevent Duty policy. - Regularly review the policy in collaboration with the Designated Safeguarding Lead (DSL). - Communicate the importance of the Prevent Duty to all staff and stakeholders. - Oversee and support the DSL in their role.
Designated Safeguarding Lead (DSL)	**Coordination and Implementation**: - Oversee the organisation's implementation of the Prevent Duty. - Ensure that the policy is understood and effectively implemented by all staff.

	• Liaise with the Leadership Team on matters relating to the Prevent Duty. • Conduct an annual review of the organisation's compliance with the Prevent Duty. **Training and Awareness**: • Undertake Prevent awareness training and higher-level training to assess the risk of children being drawn into terrorism. • Provide regular training to all staff on the Prevent Duty, risk indicators, and referral processes. • Ensure that the relevant management team members undergo appropriate Prevent Duty training, refreshed at least every year. **Referral and Intervention**: • Act as the single point of contact for all Prevent Duty concerns and referrals. • Receive and act upon safeguarding concerns related to potential radicalisation. • Liaise with local partners, including the police and Local Safeguarding Children's Board (LSCB), for guidance and support. • Ensure appropriate referrals are made to external agencies, including the Channel programme. **Monitoring and Reporting**: • Maintain accurate records of all Prevent-related concerns and actions taken. • Monitor and assess the implementation and effectiveness of the Prevent Duty policy.
Staff	**General Duties**: • Undergo regular Prevent Duty training to understand the risks of radicalisation and extremism. • Be vigilant and alert to changes in children's behaviour that could indicate vulnerability to radicalisation. • Use professional judgement to identify children at risk and act proportionately. • Report all concerns about children showing signs of vulnerability to radicalisation to the DSL or another trusted member of the management team. **Classroom and Curriculum**: • Promote British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. • Integrate opportunities in the curriculum for pupils to develop resilience to radicalisation.

	• Foster an inclusive environment where pupils can discuss sensitive topics and develop critical thinking skills. **Online Safety**: • Educate pupils on safe internet use and the risks of online radicalisation. • Ensure pupils understand the importance of reporting inappropriate content and behaviour.
Multi-Agency Collaboration	**Local Authority and Police**: • Collaborate with local Prevent leads, the police, and LSCB to stay informed about local risks and threats. • Participate in multi-agency meetings, such as Channel panels, to assess and support individuals at risk.

Referral Process

General Steps for Prevent Referral Process

1. **Notice**: Staff should be alert to changes in children's behaviour that could indicate they may be in need of help or protection.

2. **Check**: Validate concerns with colleagues, members of the management team or Designated Safeguarding Lead (DSL).

3. **Share**: Share information with police, ensure referrals demonstrate concern and associated ideology.

Reporting Concerns

1. **Initial Reporting**:

• All staff must report concerns to the DSL or, in their absence, the Head of Academics.

• Concerns should be documented promptly, including dates, times, and relevant details of the observed behaviour in the lesson feedback report. Certain trigger words related to Prevent will send out automatic notifications to the DSL to investigate.

2. **Consultation**:

• The DSL will discuss the concern with the referrer and document the report.

• The DSL will check for any additional concerns documented in the school's safeguarding records and consult with the Head Teacher or another designated safeguarding officer.

3. **Assessing the Concern**

The DSL will assess the risk level of the concern, whether the concern falls within general safeguarding issues and follow the general safeguarding protocols or take actions following the risk levels listed below for Prevent referral.

Risk Level	Indicators	Response
Low Risk	Holding strong non-violent opinions, engaging in social media, showing interest in politics or religion.	Initiate informal conversations to discuss observed changes, create a safe environment for debate, provide online safety guidance.
At Risk	Attracted to conspiracy theories, self-isolation, consuming inappropriate online content, expressing victimisation.	Thoroughly evaluate behaviour, consider contextual factors, identify protective factors, collect comprehensive information for assessment.
Medium Risk	Supporting violence, accessing extremist websites, expressing dehumanising views, intending to travel to conflict zones.	Immediate Prevent referral, assess vulnerabilities, collaborate with multi-agency partners, seek advice from Prevent partners or Channel panel.
High Risk	Engaging in criminal activity, supporting violent extremism, possessing a 'kill list', creating or sharing terrorist materials.	Notify police immediately, involve multiple agencies, ensure safety of individual and others, consider immediate interventions.
Immediate Danger	This refers to situations where there is a significant and imminent risk of harm to an individual or others. This can include: **Active Threats**: If a learner expresses a clear intent to harm themselves or others, particularly through violence or terrorism. **Weapons**: Discovery of weapons or materials that could be used to inflict harm. **Radicalisation Indicators**: Evidence of involvement with extremist groups or individuals actively planning a terrorist act. **Online Activity**: Engaging in online communications indicating	**Contact emergency services 999**

	plans for immediate violent actions.	

3. **Decision Making**:

DSL will determine whether the concern should be handled internally, referred to local authorities, or escalated to the Channel programme.

    a. **Internal Actions**:

- If the risk is low, provide support and monitoring for the learner within the organisation.
- Document all actions taken and maintain detailed records.

    b. **Referral to External Agencies**:

- For medium to higher-risk cases, contact the local authority's Prevent lead and/or the police Prevent team in the location of where the learner is based to be advised on the best course of action.
- For example, our head office is based in Liverpool, for cases that pertains to learners who are in this area, we will be contacting the Merseyside Police;
  - local Prevent Team number 0151 777 8506
  - https://www.gov.uk/report-terrorism
- In incidents where the learner is based outside of Liverpool Merseyside area, the DSL will contact the local authorities of the location where the learner is based. The DSL will search for their contact details on the local authority's website. If this is not possible, the DSL will call national police Prevent advice line 0800 011 3764.
- The DSL will follow the referral instructions provided by the local authority.
- **Immediate Danger**: Call 999
- **Non-Emergency Police**: Call 101
- Other Contact Information: **DfE Prevent Helpline**: 020 7340 7264 | counter.extremism@education.gov.uk

4. **Recording and Follow up Actions:**

Record the incident in Prevent Referrals Log promptly as soon as the initial 3 steps are completed. The DSL must ensure to include details such as the date of the initial reported, the risk level, names of multi-agency consulted or referred, date of referral and follow up instructions where applicable.

Follow-Up Actions

- If referred to Channel, collaborate with the local Channel panel to support the learner.
- Participate in multi-agency meetings and provide necessary information and support.

- Continuously monitor the learner's behaviour and progress.

- Maintain regular communication with external agencies to stay updated on the case status.

- Provide feedback to the reporting staff member about the actions taken and the outcomes.

Ongoing Support and Monitoring

- Even if Channel support is offered, the organisation and school retains a duty of care.

- Staff should remain vigilant, reporting any new or further concerns to the DSL.

Communication

- Where appropriate, inform the parents or guardians of the concern and the actions being taken, unless it is believed that doing so would increase the risk to the child.

- If the learner was referred by a school, inform the school where possible in the reporting/referral process depending on the urgency of the situation.

- Ensure that information sharing is done in accordance with data protection legislation and safeguarding protocols.

Channel Programme

The Channel Programme is a multi-agency approach to provide support to individuals identified as vulnerable to being drawn into terrorism. It operates on a voluntary basis and focuses on early intervention to protect and divert individuals from radicalisation.

The Channel panel, led by the local authority, will assess the referred individual's vulnerability to being drawn into terrorism. The panel includes representatives from education, health, social services, and the police.

If the panel determines that support is needed, they will develop a tailored intervention plan. This plan may include mentoring, counselling, education support, and other relevant interventions to address the individual's specific needs.

The support plan is regularly reviewed by the Channel panel to ensure it meets the individual's needs. Adjustments are made as necessary based on the individual's progress and any emerging risks. If a learner is referred to Channel Programme, the DSL will act as the single point of contact for Channel Referrals within the organisation. However, if the learner has been referred by a school, the DSL at the school will take over this responsibility.

Monitoring and Review

To ensure that Purple Ruler's Prevent Duty policies and procedures are effectively implemented and continuously improved, regular monitoring and review are essential. This process will help identify areas of success and areas needing improvement, ensuring the safeguarding of learners against radicalisation remains robust and effective.

1. Conduct internal audits and update of Prevent Duty policies and procedures annually.

2. Review safeguarding records, referral logs, and training records to ensure compliance and effectiveness.

3. Collect feedback from staff through surveys and meetings to identify any challenges or areas for improvement.

4. Encourage an open culture where staff can report concerns or suggest enhancements to the Prevent Duty approach.

5. Distribute surveys to learners and parents to gauge their understanding of the Prevent Duty and their perception of safety and support within the organisation.

6. Use feedback to identify areas where additional awareness or support may be needed.

7. Regularly assess the effectiveness of Prevent Duty training sessions.

8. Ensure that training materials are up-to-date and reflect current best practices and legislative requirements.

9. Engage with local authorities, Prevent coordinators, and other relevant agencies to review and enhance Prevent Duty strategies.

10. Participate in multi-agency meetings and panels to stay informed about local risks and collaborative approaches.

11. Review all incidents and referrals related to Prevent Duty to identify patterns, successes, and areas for improvement.

12. Maintain comprehensive and secure records of all Prevent-related activities, including training, referrals, and incident reports.

13. Ensure that records are regularly reviewed for accuracy and completeness.

Related Policies

Anti-Bullying Policy

Safeguarding Policy

Online Safety Policy

Equality & Diversity Policy

Behaviour Management Policy

Visitor's Policy