

Marland School

PREVENT (Extremism & Radicalisation) Policy & Guidance

**This policy was adopted by the Governing Body of
Marland School on 25th March 2025**

Review Date: 25th March 2025

To be reviewed: March 2026

1.0 Policy Statement

Marland School is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Marland School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

LINKS TO OTHER POLICIES

- Child Protection and Safeguarding policy
- E safety policy
- Anti-bullying policy
- British Values Policy
- Relational Behavioural Exclusion Policy

2.0 Aims and Principles

- 2.1 The main aims of this statement are to ensure that staff are fully engaged in being vigilant about extremism and radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants, residential care staff and other non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on PREVENT (Extremism and Radicalisation) and will follow the procedures when issues arise.
- All parents, carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.0 Definitions and Indicators

- **Extremism** is defined as:
'the holding of extreme political or religious views'
'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'
- **Radicalisation** is defined as:
'the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind'
'the process by which a person comes to support terrorism and forms of extremism leading to terrorism'
- **Terrorism** is defined as:
'Violence / property damage / endangerment of life / disruption of electronic systems'
'Designed to influence government or intimidate the public'
'Purpose to advance a political, religious, racial or ideological cause'

Ideology is defined as “The ideology component of terrorism is what sets it apart from other acts of serious violence”

Any Prevent concerns should be reported to one of the schools DSL’S

Residential School / Senior DSLs:

Annette Lee (Residential + Whole School overview)

Gareth MacIver (Residential + Whole School overview)

Secondary School:

Andy McAuley (DSL)

Sally Race (Assistant DSL)

Bideford Secondary School:

Jamie Sanders

Rebecca Webber

Primary School:

Allan Lawrence (DSL)

Susie Nightingale-Jones (Assistant DSL)

Dev Chopra (Assistant DSL)

There are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on 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 materials or symbols associated with an extremist cause;
- Attempts to introduce others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using names/language ranging from insulting to derogatory for members of another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - Physical or verbal assault;
 - Provocative behaviour;
 - Damage to property;
 - Derogatory name calling;

- Possession of prejudice-related materials;
- Prejudice related ridicule or name calling;
- Inappropriate forms of address;
- Refusal to co-operate;
- Attempts to recruit to prejudice-related organisations;
- Condoning or supporting violence towards others.

This list is in no sense intended either to be exhaustive or any more than a description of consistent behaviours, rather than proofs of radicalisation. It is also worth noting that several of the behaviours listed will neither be relevant to, nor exhibited by, SEMH and Complex Needs students, particularly younger students.

Equally it is recognised that SEMH / BESD and Complex Needs students may well exhibit one or more of these behaviours and this may well be attributable to their complexity of special needs rather than seen as evidence of radicalisation.

4.0 Procedures for Referrals

‘IT COULD HAPPEN HERE’

The most important thing is to do something

NOTICE

What’s different?

CHECK

Who would you go to?

SHARE

Who do you tell?

Prevent and Channel

‘Channel’ is the process involved when a member of staff passes on a PREVENT concern of a vulnerable individual / student.

Although serious incidents involving extremism and/or radicalisation have not occurred at Marland School to date, it is important for us to remain constantly vigilant and remain fully informed about the issues which affect the wider region in which we teach. Staff are reminded to suspend any professional disbelief that instances of this could not happen here and to refer any concerns through the appropriate channels (DSLs).

We are aware of the potential indicating factors that could cause a student to become vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

All incidents reported to a DSLs will be fully investigated and recorded using the school systems with reference to the revised **Prevent Duty Guidance for England and Wales [6.03.2024]** and the **Channel Duty Guidance [April 2015 revised 2020]**. This will ensure an appropriate multi agency response.

5.0 The Role of the Curriculum

- 5.1 Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- 5.2 Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum promote the school values and expectations in learning and behaviour.
- 5.3 It is recognised that students with low aspirations can often be more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them.
- 5.4 Students are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

6.0 Staff Training

- Initially all staff received DCC / Devon Educational Services delivered PREVENT Awareness Training, with new staff receiving induction and follow up PREVENT training.
- Refresher training is undertaken on a cyclic basis using IT based remote learning accreditation packages through National and Online College, or the Home Office Prevent Training.

Additional materials:

- *Prevent strategy*, GOV.UK – Home Office (Adobe pdf file) or https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- HM Government Channel Duty Guidance *Protecting Vulnerable People from being drawn into Terrorism*. Statutory Guidance. April 2015, (reviewed 2020)
- *Revised Prevent duty guidance: for England and Wales, Updated March 2024*
- *Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism* was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education. Updated July 2012.