

THE PREVENT DUTY AT TONBRIDGE SCHOOL

INTRODUCTION

From 1 July 2015 all schools, registered early years childcare providers and registered later years 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. The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to stop people from becoming terrorists or supporting terrorism (“the Prevent Duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes. The Home Office is responsible for the overall UK counter terrorism strategy which is known as CONTEST this consists of four key strands:

- Pursue: to stop terrorist attacks;
- Protect: to strengthen our protection against a terrorist attack;
- Prepare: to mitigate the impact of a terrorist attack;
- Prevent: to stop people becoming terrorists or supporting terrorism;

The Prevent strand is unique as it operates in the non-criminal space. The principal aim is to support and build resilience of individuals and organisations that may be vulnerable to extremism and terrorism. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. The School recognises that safeguarding against exposure to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

Tonbridge School is committed to providing a secure environment where boys feel safe and are kept safe. All adults in our School recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for boys or not.

This summary document aims to draw together ways in which Tonbridge School takes account of the requirements of the Prevent Duty. These requirements, and the School’s actions to fulfil them, form part of the School’s wider Safeguarding Framework and should be read alongside other policies and handbooks, particularly:

- Safeguarding Policy;
- Attendance Policy;
- Behaviour, Rewards and Sanctions Policy;
- Code of Conduct Policy;
- Discrimination and Equal Opportunities (For Boys) Policy;

- Disciplinary policy and procedures (Academic Staff);
- Disciplinary policy and procedures (Support Staff);
- Emerging Technologies and Use of New Media Policy
- Equal Opportunities and Dignity at Work Policy;
- Online Safety Policy;
- Pastoral Education Policy and Departmental Handbook;
- Spiritual Moral Social and Cultural Development of Pupils Policy;
- Relationships and Sex Education Policy;
- Pastoral Handbook;
- Tonbridge School Handbook.

This policy also takes into account the following legislation and guidance:

- Prevent duty Guidance for specified authorities in England and Wales(2023);
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- Counter-Terrorism and Security Act 2015;
- Counter-terrorism strategy (CONTEST) 2023;
- Working Together to Safeguard Children (2023);
- Keeping Children Safe in Education (Updated annually);
- Promoting fundamental British values as part of SMSC in schools (2014);

KEY PERSONNEL AND OTHER CONTACT DETAILS

Designated Safeguarding Lead:

- Mr C.J.C Swainson, Deputy Head Pastoral: 01732 304299 and 07502 457833
colin.swainson@tonbridge-school.org

Deputy Designated Safeguarding Leads:

- Mr John Bleakley, Second Master: 07919 917761 john.bleakley@tonbridge-school.org
- Mrs Josie McNeil, Lower Master: 07795 518365 josie.mcneil@tonbridge-school.org
- Rev David Peters, Senior Chaplain: 07749707119 david.peters@tonbridge-school.org
- Mr Alex Lloyd, TSC Manager: 01732 304111 alex.lloyd@tonbridge-school.org
- **The Deputy Head Pastoral** has ultimate responsibility for the Prevent Duty within the School and acts as the point of contact for School staff, and others, who may have concerns about an individual boys's safety or well-being and is the first point of contact for external agencies. The Deputy Head Pastoral will liaise with external agencies on issues relating to extremism, radicalisation and the Prevent Duty. **Department for Education:** dedicated telephone helpline and email address for non-emergency advice for staff and governors relating to radicalisation and the Prevent Duty: 020 7340 7264 and counter.extremism@education.gov.uk

Non-emergency police number (for advice regarding Prevent Duty): Telephone: 101

Prevent Education Officer for Medway, North and West Kent : sally.green2@kent.gov.uk
03000 413439

KSCMP procedures and further guidance can be found on the following sites:

<https://www.kscmp.org.uk/procedures/prevent>

<https://www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education>

SCHOOL ETHOS AND PRACTICE

When operating this policy, we use accepted Governmental definitions which can be found at <https://www.gov.uk/government/publications/prevent-duty-guidance/glossary-of-terms> for a glossary of terms from the Prevent Duty Guidance.

PREVENTING RADICALISATION

There is no place for extremist views of any kind at Tonbridge whether from internal sources – boys, staff or governors, or external sources – wider School community, external agencies or individuals. Boys at Tonbridge see our School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our boys are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Any prejudice, discrimination or extremist views, including derogatory language, displayed by boys or staff will always be challenged and where appropriate dealt with in line with our Behaviour Rewards and Sanctions Policy for boys and the Staff Code of Conduct and Disciplinary Policy and Procedures for staff.

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).

As part of wider safeguarding responsibilities School staff will be alert to:

Disclosures by boys of their exposure to the extremist actions, views or materials of others, whether inside School or outside of School, such as in their homes or community groups, whether or not boys have actively sought these out.

- Graffiti symbols, writing or art work promoting extremist messages or images
- Boys accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Boys voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our Discrimination and Equal Opportunities (For Boys) Policy or Equal Opportunities and Dignity at Work Policy, views based on, but not exclusive to, age, gender reassignment, disability, sex, sexual orientation, race, religion or belief, marriage or civil partnership, pregnancy and maternity
- Attempts to impose extremist views or practices on others
- Views that undermine or conflict with Fundamental British Values

CONSULTATION AND REFERRALS

The Deputy Head Pastoral will discuss with the Local Education Safeguarding Team any concerns relating to the Prevent Duty such as potential involvement in extremist activity or apparent engagement with extremist material online. Further discussions may take place with the Prevent Education Officer or with the Kent Police Prevent Team. A formal referral process is followed according to where the boy lives, though any concerns of imminent harm to an individual or the threat of criminal activity will be reported to the police via 101 or, in an emergency, via 999.

Concerns raised by the School may lead to a referral to the Channel Programme if there are sufficient concerns. 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. The overall aim of the programme is early intervention and diverting people away from potential risk, that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

STAFF TRAINING

Safeguarding and Child Protection training for all staff always includes discussion of the Prevent Duty and of the dangers and signs of extremism and radicalisation. New teaching staff and those who have roles which are 'boy facing' are required to complete the Prevent duty training available through the gov.uk website.

The Designated Safeguarding Leads will attend training courses as necessary and the appropriate inter-agency training organised by the Kent Safeguarding Children Multi-Agency Partnership, again this will include training on extremism and radicalisation and its safeguarding implications.

TEACHING APPROACHES

We ensure that our teaching approaches help boys build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills throughout the academic curriculum, in a wide range of co-curricular activities and via the less formal experiences gained by the boys as a consequence of the School's Ethos and Aims. This is summarised in more detail available via the School's Pastoral Education Policy and the Pastoral Education Departmental Handbook, the SMSC Policy and within some Departmental Policies and Schemes of Work. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage boys to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

ONLINE SAFETY, FILTERING, FLAGGING AND MONITORING

Many extremist groups who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences. Staff need to be aware of the risks of boys being targeted by or exposed to harmful influences from violent extremists via the internet. Boys and staff are warned of the risks of becoming involved in such groups and informed that accessing such websites is against School policies. Relevant Policies include the Acceptable Use of Computers Policies (Boys or Staff) and the Online Safety Policy. Boys and staff are given training in Online Safety.

Tonbridge School does all it can to monitor access to the internet via the School network. Access to the School internet has been designed expressly for the use of boys and includes filtering appropriate to the age of the boys. The School uses Smoothwall, a filtering system that blocks sites that fall into categories such as self-harm, substance abuse, pornography, racial hatred, extremism, and other sites of an illegal nature. Use of the School network is carefully filtered and recorded for Safeguarding purposes and the Deputy Head Pastoral reviews online activity or attempted searches that have been flagged as intolerant, extremist or violent.

USE OF EXTERNAL AGENCIES AND SPEAKERS

We encourage the use of external agencies or speakers to enrich the experiences of the boys whilst at Tonbridge and there is a rich and diverse programme of external speakers. This includes those invited to speak in the timetabled Seminar Programme as well as those who attend one-off lectures. Staff members who coordinate the visit are responsible for vetting those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for the boys (e.g., via online searches, references or recommendations from other schools or individuals). They must raise any concerns about a speaker with the Deputy Head Pastoral. We recognise that the ethos of our School is to encourage boys to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

SAFER RECRUITMENT

The arrangements for staff recruitment will follow guidance for safer recruitment best practice in education settings as outlined in Keeping Children Safe in Education and other relevant guidance, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

ROLE OF THE GOVERNING BODY

The Governing Body will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. Governors will support the ethos and values of our School and will support the School in tackling extremism and radicalisation. The Governing Body oversees safeguarding issues via the Governors' Pastoral Committee and in each full Governing Body meeting.

