



The National Prevent Strategy Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Strategy (2011) recognises the link between terrorism and extremist ideology. This policy applies to all staff and students at Rochester Independent College.

Any concerns received along the themes of PREVENT should be reported in line with the college Safeguarding Policy

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

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. Terrorism is a by-product of radicalisation.

Extremism is defined as 'vocal or active opposition to fundamental British values, which include

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of different faiths and beliefs

We also include within our definition of extremism calls for the death of members of our armed forces.

The **Prevent Strategy** deals with all forms of terrorism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can then exploit. This includes animal rights extremism and far-right nationalism, as well as religious terrorism. It is necessary, to prevent people being drawn into or supporting terrorism, to challenge ideas expressed to legitimise terrorism and to intervene to stop people moving from extremist groups into terrorist activity.

The Government's counter terrorism strategy, CONTEST, to combat terrorism and radicalisation, consists of the four Ps:

- **Protect** - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places
- **Prepare** - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath
- **Pursue** - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas
- **Prevent** - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially

vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

The **Channel programme** focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The global pandemic has added an extra challenge to the Prevent Strategy, as more young people have spent more time online and may have been exposed to conspiracy theories and fake news through extremists exploiting coronavirus to create division and hatred by blaming minority groups such as the Chinese, Muslim or Jewish communities.

Schools should be safe places in which children and young people can discuss a wide range of topics, including terrorism and extremism, and learn how to challenge these ideas. The Prevent Strategy is not intended to limit these discussions. At the College we encourage our students to voice their opinions, to think critically, creatively and independently.

Set out below are the ways the College complies with and supports the Prevent Strategy:

Raising staff awareness of the issue of radicalisation:

- Whole-staff safeguarding training at the beginning of the academic year in September includes Prevent. Staff recruited after this time are able to watch the staff training video.
- Reference to the Prevent Duty and radicalisation in the safeguarding policy
- Online Prevent training through Educare
- Online Home Office Prevent module (all staff complete the awareness, senior staff to complete referrals and DSLs to complete Channel)
- Reference to the Prevent Duty in the safeguarding question and answer checklist sent out to all staff
- Outside speakers, such as Nick Wilkinson, the county lead for Prevent
- Other staff training undertaken by staff, such as gender training, widens staff awareness of groups that could otherwise become marginalised

Raising student awareness, both implicitly and explicitly:

- Through academic subjects offered such as Government and Politics, History and Philosophy
- Teaching and learning strategies that explore controversial issues in a way that promotes critical analysis
- Clubs and activities that promote discussion, such as debating club
- Digital awareness through PSHE
- Promoting tolerance and respect and celebrating diversity
- Encouraging student voice and active citizenship
- Form activities in lower school

Safeguarding:

- The DSL is the single point of contact for all matters concerning Prevent and will keep a record of concerns raised and action taken in accordance with safeguarding procedures
- Similarly the Safeguarding governor will be kept informed of any Prevent concerns.
- Radicalisation concerns are a safeguarding issue to be passed to the DSL, who will refer if necessary via the Prevent Referral Form

Concerns to pass on about students and staff would include:

Expression of anti-British or anti-Western opinions

- Attempts to impose extremist views on others
- Intolerance of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Using hate or extremist language to incite violence or exclude others
- Disclosures of being exposed to extremist views, actions or materials both in and out of school
- Symbols, images or writing that promotes extremist messages
- Accessing extremist material through social media
- Reports from friends, parents and colleagues about the above
- Expressing opinions of extreme ideologies
- Supporting those at risk through the appropriate support processes
- Working in partnership with others - staff, governors, children's services, police, health professionals, Prevent professionals

Monitoring internet use:

- The College filters internet traffic that comes through the College's network and rules are applied to block extreme or illegal material
- Concerns about accessing radical sites would be reported to the DSL
- Responsible user policies and user agreements in place for students and staff

External speakers and visitors:

Checks are carried out to verify the speakers background eg internet research, LinkedIn, reviews from other schools, and a request for visiting speaker form is filled in for the principal to sign off

We recognise that students and staff may be at risk of radicalisation. Students who have a concern about another student or anybody else can report it to their form or personal tutor, teacher, boarding member of staff or whoever they feel most comfortable with telling. There is also the worries email: worries@rochester-college.org.uk. Staff can report concerns about a student to the safeguarding team and concerns about staff to the principal.

At Rochester Independent College we are dedicated to promoting values that ensure that our students develop a strong sense of social and moral responsibility. We prepare the students for life in Modern Britain since values such as individual liberty, democracy, the rule of law, mutual respect and tolerance are embedded within the curriculum and the College ethos. The College embodies a democratic model in the way we work, the way we are structured and our general ethos and culture in the College. Additionally our rules and regulations are there for the benefit of everyone, and the College takes a holistic approach to teaching British values rather than concentrating on individual subjects.

Respect and inclusion are qualities we pride ourselves on, and which are taught to all our students both in and out of the classroom, with equal opportunities for all regardless of age, gender, race, religion, disability, or any other protected characteristic as set out in the Equality Act 2010. Our student body represents a cross section of cultural and social backgrounds, and in our day-to-day contact with students we foster this atmosphere of tolerance and mutual respect whilst developing teamwork, resilience and building self-esteem. These are all values and qualities that we feel are

relevant in order to play a full and meaningful role in society, and are promoted via our democratic principles, social mixing, pastoral care and PSHE lessons.

We endeavour to ensure that students:

are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others' faith, feelings and values;

show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others;

have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities;

recognise the difference between right and wrong, understand that actions have consequences, and apply this in their own lives by respecting the law;

cooperate well, celebrate diversity and resolve conflicts effectively;

engage positively with life in a democracy; and

understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

We are committed to providing a curriculum which:

- is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain;
- promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of students, including by engaging students in extracurricular activity and volunteering in their local community.

In short, we believe that we allow our students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others beliefs and understand how communities function.

Prevent Officers' contact details

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