



OUNDLE

School



Laxton
Junior School

OUNDLE

Prevent Duty Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School (LJS), a day School for pupils aged 4 - 11. This policy applies equally to both Schools and any reference to 'the School' relates to both Oundle and LJS.

Introduction

The School assesses the risk of pupils being subject to radicalisation or drawn into terrorism/extremist activity on an ongoing basis, training Staff and educating pupils so as to identify individual children who may be at risk and protect them. The Designated Safeguarding Leads, are the single point of contact to oversee and coordinate the School's implementation of the Prevent Duty. They will assess all concerns in accordance with the School's Safeguarding Policy and local procedures, and confirm whether they should be dealt with internally or reach the threshold for an external referral, whether to Children's Services or the Channel programme.

Working Together

The School is committed to working in partnership with the Local Safeguarding Children Partnership (LSCP) and the Police to ensure that when concerns about radicalisation or extremist/terrorist activity are expressed:

- information is shared readily and appropriately;
- a high priority is placed on risk assessment and ongoing vigilance; and
- we overcome any complacency or disbelief that such things could happen here.

Northamptonshire's Prevent Objectives

Northamptonshire's Prevent objectives are to:

- respond to the ideological challenge of terrorism and extremist views
- prevent vulnerable people from radicalisation/being drawn into terrorism
- work with sectors and institutions where there are risks of radicalisation
- provide safeguarding interventions and support

PREVENT – Counter Terrorism Local Priorities (CTLP) 2024

The Counter Terrorism Local Priorities for 2023 / 4 in **Northamptonshire** are:

- AQ/IS (Islamic State) Inspired Terrorism
- Extreme Right Wing Terrorism
- Online Extremism
- Self-Initiated Terrorists (S-ITs)

Referrals into Northamptonshire Prevent have decreased by 1% on the previous year. Education provided the majority of these referrals (45% in total), closely followed by Policing (23%).

The highest number of referrals were received from Northampton followed by Wellingborough and Kettering.

Extreme Right Wing Terrorism (ERWT) is the recurring dominant established ideology recorded within Northamptonshire Prevent casework (13% of total referrals). Nearly 75% of the Extreme Right Wing Terrorism (ERWT) referrals relate to minors and young adults.

East Midlands Prevent are identifying high rates of complex needs within casework, including deteriorating mental health, neurological and developmental issues.

Self-Initiated Terrorism is the most dominant methodology threat to the UK due to the lack of preparation or skill required. There is also easy access to knives and vehicles.

OS and LJS Prevent Strategy

The responsibility for all Staff to monitor and report signs that pupils may be developing extreme beliefs sits firmly within the School's Safeguarding agenda.

All Staff are expected to promote Fundamental British Values (FBVs) and the importance of understanding and respect for other faiths through all aspects of the School's programme.

Discriminatory and derogatory language (for example racist, homophobic or disability discriminatory language) are not tolerated from Staff or pupils, and the School seeks to foster a caring and mutually supportive community in which such behaviour does not go unchallenged.

The School is committed to:

- Regularly reviewing the School's Prevent Duty Policy and Strategy as part of the Safeguarding Policy review process.
- Actively vetting job applicants in accordance with the School's policy and visiting speakers prior to their coming to the School.
- Ensuring that the values inherent in the Prevent Duty are understood and embraced by all Staff and pupils.
- Promoting respect, and enabling a balanced education that allows children to become resilient, independent thinkers who will make a strong contribution to society and keep themselves and others safe.
- Ensuring that Schemes of Work, Societies, Voluntaries etc promote FBVs and actively encourage understanding, the development of balanced views and respect for the rule of law via the delivery of a balanced curriculum.
- Providing a safe environment for debating controversial issues and helping children understand how they can influence and participate in decision making.
- Ensuring that Tutoring and the Learning for Life programme, at Oundle School, actively focus on celebrating diversity and encouraging children to develop their own views, understand the difference between right and wrong and stand up for their own rights and the rights of others.
- Ensuring that Form Time, the PSHE curriculum and RSE curriculum, at Laxton Junior School, actively focus on celebrating diversity and encouraging children to develop their own views, understand the difference between right and wrong and stand up for their own rights and the rights of others.
- Teaching children to stay safe online and to manage risk, resist pressure, make safer choices and seek help where necessary.

- Providing challenge and enrichment through the Co-Curricular programme, strengthening character and enabling pupils to develop the resilience they need to make their own choices and lead/influence others for good.
- Ensuring that Prevent awareness and action planning are appropriately prioritised in Partnerships and Outreach work.

Staff Training includes:

- The definition of radicalisation
- The use of social media in this context
- The signs and indicators for concern (including use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others to an extremist ideology)
- The existence of the Channel programme the procedure for reporting concerns (to the Designated Safeguarding Lead, although Staff may also refer directly to the Police on 101)

The Leadership Team monitors the efficacy of the School's Prevent Strategy:

- Through the School's Prevent Self-Assessment and Risk Assessment and Action Plan process
- Through its Line Management structures and the work of the Online Safety Group; and
- By ensuring that there are clear channels for listening to pupils' views via a variety of media, including working with Prefects and the Oundle Survey at Oundle School, and via School Council, Digital Leaders and Form Time at Laxton Junior School.

Linked Policies

Whole School Safeguarding Policy and the OS and LJS associated policies identified in Appendix 7 of the Safeguarding Policy, wherever appropriate.

Further Information

Appendix 1 - Useful Resources

Appendix 2 – Vulnerability Indicators

- Northamptonshire Safeguarding Children Partnership (NSCP) Guidance Vulnerability Indicators
- Action Counters Terrorism: ACT Early Guidance

Appendix 3 - Fundamental British Values and Principles

Appendix 1: Further Information

Local Procedures

- <http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/violent-extremism-and-radicalisation/>

Resources

- **If someone is in immediate danger or you hear something that may be terrorist related, call 999 or the Anti-Terrorist Hotline on 0800 789 321**
- **Dept for Educ. telephone helpline** to enable Staff and Governors to raise concerns directly - 020 7340 7264 – or in non-emergency situations at counter.extremism@education.gov.uk
- **Reporting tool for concerns about online material that promotes terrorism or extremism** - www.gov.uk/report-terrorism
- **Educate against Hate** (<https://educateagainsthate.com/>) is a website which gives teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation
- **Action Counters Terrorism** (<https://actearly.uk/>) is a website recommended by NSCP providing information to raise awareness about Prevent, Channel and Staying Safe Online.

Appendix 2: Vulnerability Indicators

Northamptonshire Safeguarding Children Partnership (NSCP) Guidance

With regard to issues that may make an individual vulnerable to radicalisation, these can include:

- **Identity Crisis** - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- **Personal Crisis** - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet aspirations** - Perceptions of injustice; feeling of failure; rejection of community values; Criminality - Experiences of imprisonment; previous involvement with criminal groups.

However, those closest to the individual may first notice the following changes of behaviour:

- General changes of mood, patterns of behaviour, secrecy;
- Changes of friends and mode of dress;
- Use of inappropriate language;
- Possession of violent extremist literature;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

There is an obvious difference between espousing radical and extreme views and acting on them and practitioners should ensure that assessments place behaviour in the family and social context of the young person and include information about the young person's peer group and conduct and behaviour at school. Holding radical or extreme views is not illegal, but inciting a person to commit an act in the name of any belief is in itself an offence.

Action Counters Terrorism 'ACT Early' Guidance



ACT ACTION COUNTERS TERRORISM

COUNTER TERRORISM POLICING
EAST MIDLANDS

PUSH FACTORS

CONDITIONS OF THE INDIVIDUAL OR THEIR LIFE

PUSH

- Searching for identity / feelings of not belonging.
- Discrimination / Persecution / Perceived injustice.
- Alienation.
- Inequalities.
- Issues at home.
- Lack of self esteem.
- Unemployment.
- Lack of social amenities.
- Other environmental, historical and socio-economic grievances.

THINGS THAT NURTURE THE APPEAL OF VIOLENT EXTREMISM

PULL

- Enticing media stories
- Messages evoking sympathy and affiliation providing a sense of purpose
- On or offline recruiters promising outlets for grievances, desire for adventure, freedom or belonging
- Radicalised religious or community leaders
- Peer groups
- Self-radicalisation online
- Other criminals in prison

CAN BE A COMBINATION OF THE FOLLOWING



- Isolating themselves from old friends and family.
- Changes in appearance and friendship groups.
- No longer doing things they used to enjoy.
- Converting to a new religion.
- Sympathetic to extremist ideologies.
- Increased secretiveness.
- Changing their online identity or creating multiple identities.
- Spending large amounts of time on the internet or phone.
- Accessing extreme material online.
- Joining extremist groups online.
- Embracing conspiracy theories.
- Refusing to listen to different points of view.

Appendix 3: Fundamental British values and principles

The School aims to provide a culture of excellence with regard to education; education that is defined in terms of academic achievement and accompanying pursuits, but also in terms of the spiritual, cultural, moral and social development of its pupils.

Oundle School

All pupils are taught the Trivium course in the Third Form (Year 9), the brief of which is to communicate the 'best that has been thought and said', in the words of Matthew Arnold. It is a timetabled programme with no syllabus and no prescribed content. It is a course based on 'interestingness'. The brief is to educate; to introduce pupils to ideas and culture, to sow seeds and to broaden the educational experience. Pupils study one of ten different courses per term with examples including: the music of protest movements; the history of the Olympic games; identity; mindfulness; Chinese architecture; surrealist art; Italian cinema and AI. The Quadrivium and Extended Project Qualification courses in the Lower Sixth continue this model of academic extension and enquiry. In addition to this, pupils from the First to Fourth Forms (Years 7 to 10) are encouraged to take part in the School's 'Voluntaries' programme which provides a broad range of Elective activities and Academic Surgeries enabling them to explore a variety of areas of interest.

The **Chapel** exists at the heart of the School, both geographically and philosophically. Each pupil attends Chapel once during the week, and again on Sunday. Teaching through the Chapel focuses on the moral and spiritual, with an aim of creating thoughtful, mindful and caring individuals. Pupils do not need to be 'religious' to understand the benefits of engaging with the School Chapel – lessons in and development of understanding of all peoples and cultures is actively promoted through the Chapel and the chaplains.

All Oundelians are encouraged to take an active interest in **British institutions** and **politics**, either through the study of the subject as part of the examined curriculum, or through the Voluntaries programme; the School also stages **Mock Elections** from time to time to further engage pupils with political ideas and debate. The School is committed to ensuring that pupils have the chance to speak, discuss, listen and consider their viewpoints on topics that are fundamental. The School's **Community Action** programme offers the chance for pupils to play an active role in their community, contributing positively to the lives of those living and working in the locality. Working with the frail and infirm, in primary and special Schools ensures that the School remains altruistic at the heart of the local community. **MENCAP** week takes place in the summer holidays, and is set up and staffed by members of the School community (teachers and pupils).

As Teachers, we are also **Tutors**, and the aim of the pastoral system is to provide pupils with both guidance and advice, but also an example of how to behave with and display self-confidence, self-esteem and self-knowledge. Carl Jung said that 'children are educated by what the grown up is and not by his talk' and we must be mindful of the need to set an example by our own approach to embracing the concepts of understanding and harmony. All pupils play team sport and through this, they are able to develop ideas and skills of team-work, leadership and the fact that we are always 'stronger together'.

For a discussion on the teaching of fundamental British values in Schools, please listen to the following, from the BBC's Moral Maze: <http://www.bbc.co.uk/programmes/b046l802> .

Laxton Junior School

The ethos and atmosphere of the school reflect the values and attitudes that characterise the community at Laxton Junior School. Pupils are positively encouraged to promote good standards of behaviour, a sense of community and respect for the rights and property of others. The ethos is a culmination of all aspects of school life and involves all personnel - pupils, staff, parents, governors and the outside community in which the school is geographically situated, as well as links with our local church, St Peter's, Oundle and Oundle School Chapel.

Collective worship is an important part of the week as it sets into context the whole ethos of the school: that of a caring Christian environment where all are valued. It is not simply a coming together as a school but also an opportunity for all to share beliefs and the LJS values and mission. We have good links with the local churches in Oundle and clergy, laity and parents contribute to assemblies and RE lessons. For example:

- The Harvest Festival Service
- Deanery Candlemas Service
- End of Term Services

Fundamental British Values can be found in most areas of the **curriculum** and cross-curricular themes, but can especially be found through the RE, PSHE and RSE schemes of work and Votes for Schools programme, which incorporate teaching and learning on aspects of relationships, pupil voice, equality and diversity and feelings as well as touching on religious knowledge and elements of worship. Pupils are encouraged to question, investigate, discuss and reflect from an early age.

Our **Pastoral** system aims to provide pupils with both guidance and advice, but also an example of how to behave with and display self-confidence, self-esteem and self-knowledge.

All pupils are part of a House Team and play team sport through the Games curriculum. Through this, they are able to develop ideas and skills of teamwork, leadership and the fact that we are always 'stronger together'.

Each House Team supports a local charity and pupils play an active role fundraising and learning about their House charity. We also have a Community Action Club which encourages pupils to play an active role in their community, contributing positively to the lives of those living and working in the locality.

Reviewer – Oundle	DLW
Reviewer – LJS	SMC
Post of Reviewer (s)	Deputy Heads
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