

## PREVENT STRATEGY

*This strategy refers to Wellington Senior School and Wellington Prep School*

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## **PREVENT School Contacts:**

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### **Wellington Prep School – Designated Safeguarding Lead & Prevent Lead**

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## **Useful PREVENT links:**

[Somerset Prevent Referral Process](#)

[PREVENT in Somerset](#)

## **PREVENT Contacts:**

To report concerns:

Email: [PreventSW@avonandsomerset.police.uk](mailto:PreventSW@avonandsomerset.police.uk)

Tel: 01278 647466

Other contacts:

DI Dickon Turner

Email: [richard.turner@avonandsomerset.pnn.police.uk](mailto:richard.turner@avonandsomerset.pnn.police.uk)

Tel: 0117 9455 536

Mobile: 07823 361635

DS Mandy Pilling

Email: [Mandy.Pilling@avonandsomerset.police.uk](mailto:Mandy.Pilling@avonandsomerset.police.uk)

Tel: 01934 638470

Mobile: 07585 307109

PC Mike Perry

Tel: 0117 9455 536

DC 756 Phil Hodder

Prevent CTCO

Devon and Cornwall Police

Landline: 01392 226836 (ext. 303836)

Mobile: 07734 769121

Mobex: 874368

Counter Terrorism Policing South West (CTPSW)

Anti-terrorist Hotline

0800 789321

[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **What is Prevent?**

Prevent is 1 of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are: Pursue, Protect, Prepare and Prevent. It aims to stop people becoming terrorists or supporting terrorism.

Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity. Prevent happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

In line with government policy, Wellington School's Prevent strategy objectives are:

- Ideology: Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Individuals: Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support

## **What is Radicalisation and Extremism?**

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism is 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.

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty. The 2015 Act placed a statutory responsibility of education providers as detailed above.

It is important to realise that the risk of radicalisation at Wellington School does not just come from one source. Pupils (or staff) who become radicalised can act as a focal point for

further radicalisation through personal contact with fellow students and through social media activity. Where radicalisation happens off campus, the pupil concerned may well share their issues with other pupils. Changes in behaviour and outlook may be visible to staff.

## **Statement of Intent**

### Prevent is a safeguarding issue.

At Wellington School, instances of radicalisation or extremism will be treated in the same way as all other safeguarding matters. All staff are trained to recognise the signs that indicate that a pupil may not be safe and how to report such concerns.

Furthermore, all staff are trained to understand that safeguarding is everyone's responsibility.

Specifically, all staff are trained to know how to recognise the signs of radicalisation and extremism and how to respond to these.

Pupils are educated in the dangers of extremism and radicalisation. Through PSHEE, information leaflets, the curriculum, Chapel, Assemblies and CCF, pupils are made aware of intolerance and extremist views and what to do if they are concerned about the behaviour of any individual who expresses extremist views or actively challenges the values of the School or Fundamental British Values.

The aim of Wellington School's Prevent Strategy is to contribute to maintaining a safe, healthy and supportive learning and working environment for our pupils, staff and visitors, and to ensure that the School promotes Fundamental British Values and opposes any attempt to undermine these.

We recognise that extremism and exposure to extremist materials is dangerous for our pupils. We further recognise that if we fail to challenge extremist views, we are failing to protect our pupils from potential harm.

## **Mechanisms for ensuring the Prevention of Extremism and Radicalisation**

Wellington School's strategy for the Prevention of Extremism and Radicalisation will focus on:

- Safeguarding all pupils and staff from exposure to circumstances that exacerbate the risk of radicalisation;
- The education of all pupils and staff regarding the risk and nature of radicalisation;
- The provision of information and resources that support awareness raising;
- Liaison and communication with relevant local and national agencies that support the Prevent agenda in line with guidance from Somerset Safeguarding Partnership;
- Education of staff and pupils in the support mechanisms available should a pupil or staff member have concerns relevant to terrorist or extremist activity.

## **Organisation and Responsibility**

The implementation of this strategy is the responsibility of the Governors, Leadership Team and the Designated Safeguarding Leads for Wellington School and Wellington Prep School, who are also the Prevent Leads for the respective sections of the School.

The responsibility to safeguard pupils belongs to all adults who work for Wellington School, including volunteers. All adults at Wellington School are trained to understand this and to recognise radicalisation or extremism as a safeguarding issue, and to follow safeguarding procedures should they be concerned about radicalisation or extremist views.

Teachers, or other staff, to whom a disclosure regarding a Prevent related concern has been made, must inform the Designated Safeguarding Lead to ensure that appropriate action is taken.

## **Quality and Monitoring**

All records associated with Prevent, Child Protection and Safeguarding concerns are held centrally by the Designated Safeguarding Leads for Wellington School and Wellington Prep School.

Training for staff will be organised by the Designated Safeguarding Lead and Director of Human Resources.

This strategy will be reviewed annually and updated as necessary.

## **Staff Roles and Responsibilities**

All staff are trained to have an awareness of the Prevent Strategy at Wellington School and the various forms radicalisation takes. Staff are trained to recognise signs and indicators of concern and respond appropriately.

## **Vulnerability/Risk Indicators**

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

- **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 civic life;
- **Criminality:** Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

### **Access to extremist influences**

- Reason to believe that the young person associates with those known to be involved in extremism;
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence;
- Use of closed network groups via electronic media for the purpose of extremist activity;

### **Experiences, behaviours and influences**

- Experience of peer, social, family or faith group rejection;
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour;
- Verbal or written support of terrorist attacks;
- Extended periods of travel to international locations known to be associated with extremism;
- Evidence of fraudulent identity/use of documents to support this;
- Experience of disadvantage, discrimination or social exclusion;
- History of criminal activity;
- Pending a decision on their immigration/national status;

### **More critical risk factors include:**

- Being in contact with extremist recruiters;
- Articulating support for extremist causes or leaders;
- Accessing extremist websites, especially those with a social networking element;
- Possessing extremist literature;
- Justifying the use of violence to solve societal issues;
- Joining extremist organisations;
- Significant changes to appearance/behaviour;

## **Referral and Intervention Process**

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to the Designated Safeguarding Lead.

Where a pupil is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out, a referral to Children's Social Care will be made in line with the School's Safeguarding Policy and Child Protection Procedures and as described in this strategy document. (see flowchart)

## **Freedom of Speech**

The School will not suppress freedom to express controversial or unpopular views, provided that the expression of those views does not go beyond the articulation of points of view and does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activities which are likely to cause a breach of the peace or public disorder or otherwise to be unlawful.

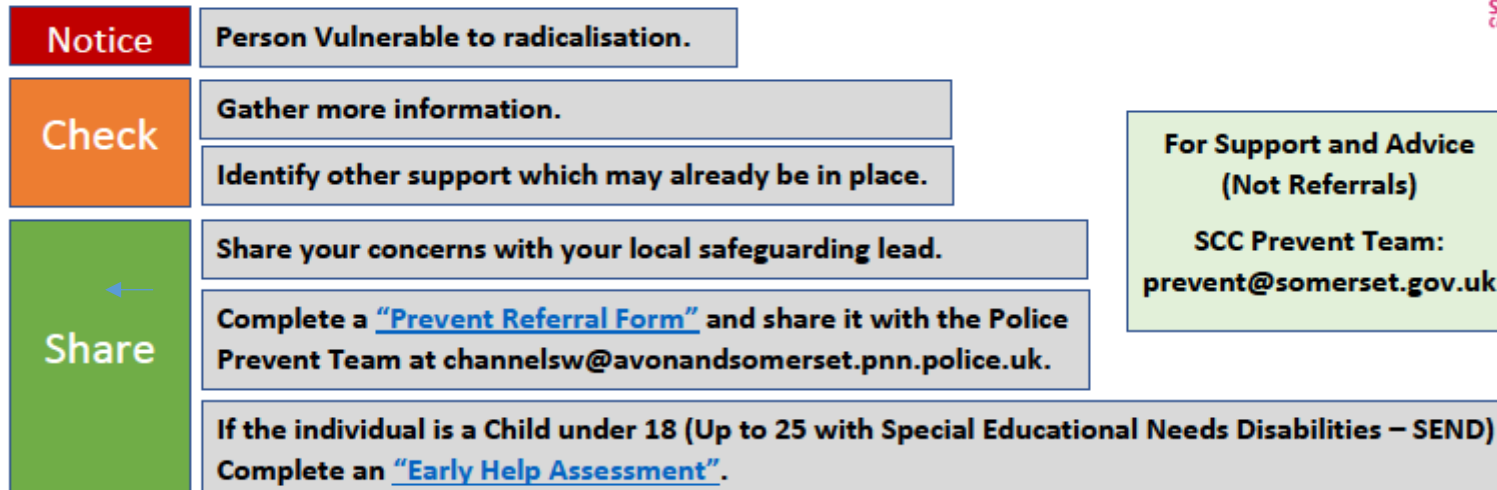
Whilst upholding the principles of freedom to express potentially controversial or unpopular views, the School will not permit its premises or resources to be used to promote or support extremism.

## **Visiting Speakers**

The School monitors all visiting speakers to the School to ensure appropriateness. See Visiting Speakers Policy for further information.



# Somerset Prevent Referral Process



**Additional Information:**  
 If the police team conclude police intervention is not required at this time, please consider other Early Help options and multi-agency processes such as “Team Around the School” or “Team Around the Family”.

**Consent Guide:**  
 All practitioners should aim to gain consent to share information about a child or an adult, however, in cases where there are concerns that someone is vulnerable to being drawn into terrorism, consent to make the Prevent referral is not required. It should be noted however, that after referral, should the case progress to Channel, all subjects (Child or adult) will be required to consent to support, so gaining consent from the subject at an early stage will help enable progress and demonstrate transparency.

**If there is an immediate high risk e.g. intent to harm or travel abroad in next 24 hours call 999**