



**HORRIS HILL
SCHOOL**

Prevent Policy

Policy reviewed:

Reviewed by AR January 2024

Policy approval:

Approved by Forfar Education September 2022

Date of next review:

September 2024

Introduction

With the advent of the Prevent Duty 2015, and the update published in September 2023 which came into force on 31st December 2023 and the need to produce documentation raising awareness of the issue as well as publishing guidance and procedures, Horris Hill has taken the age of our children within the school and the backgrounds from which they come into consideration. We feel that the risks of being drawn into terrorism for any of our children is very low. However, we acknowledge fully that we have a duty of education and care, both in and out of the classroom, to ensure our pupils grow up to be tolerant and informed individuals who can make reasoned judgements on any situations which might confront them.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy and Procedures and the school's Online Safety Policy and IT Acceptable Use Policies.

We also understand that no organisation is wholly 'risk free'.

Staff Training

Staff at Horris Hill undergo online awareness training with the Channel Programme. Any updates regarding Prevent will be shared with staff in briefings as appropriate.

Risk Assessment

- Through TPR, PHSE, Assemblies, Chapels, E-safety training and our general pastoral care the school feels very strongly that it is protecting the children in our care from being drawn into radical activity. As part of the preventative process resilience to radicalisation is built through the promotion of fundamental British values through the curriculum. Understanding and tolerance of other faiths and beliefs and an appreciation of other cultures is promoted through formal timetabled lessons in TPR and PSHE as well as through themed food days and Assemblies.
- We have carefully considered the risk to our children and deemed it to be very low indeed.
- We ensure that visiting speakers are suitably assessed via internet or other background checks and are fully supervised while on the premises. Any speaker invited to Horris Hill must be approved by the Headmaster, who will have reviewed the assessed risk. All visiting speakers are met and hosted at all times by a member of staff. Records are kept of all speakers who visit the school.
- School bodies such as our School Council, Boarding Council and our Food Committee allow pupils to raise concerns and issues whilst experiencing democracy in action.

Knowledge

- Through their training, staff are currently aware of what radicalisation is and why people may be vulnerable to being drawn into terrorism.
- Key staff are currently aware of the warning signs of engagement, intent and capability and of what measures are available to respond to the situations where any of the above are present.
- Staff will continue to meet regularly to review the status of all children through the weekly staff meetings and/or through individual tutorials with pupils.
- If a member of staff has any concerns about a child regarding vulnerability to radicalisation they should treat this matter as a safeguarding concern and raise it with the Designated Safeguarding Lead Amy Rutherford, the Designated Safeguarding Lead for Early Years Natasha Ockwell, or the Deputy Designated Safeguarding Leads (Rob Stewart, Laura Wowk, Head of Lower School) if the DSL is not available, at the earliest opportunity. The DSL will refer the case to the LADO at the Hampshire Safeguarding Children Partnership, where the concerns will be considered in the Multi Agency Safeguarding Hub process. If the police prevent officer considers the information to be indicating a level of risk a “channel panel” will be convened and the school will attend and support this process. (Please refer to the school’s Safeguarding and Child Protection Policy and Procedures).
- The DfE has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. (This helpline is not intended for use in emergency situations or if a child is in immediate risk of harm).
- To understand the risks of radicalisation the school will use appropriate training. It will also review both its PSHE and TPR schemes of work to ensure understanding is at the forefront of all we do. We will continue to promote the importance of duty as we already do through our Chapels, Assemblies and PSHE lessons.

Working in Partnership

- Horris Hill has a good working relationship with the Local Authority Designated Officers (LADOs 01962 876364) and the Children’s Reception Team. There are open channels of communication and any concerns of radicalisation would be fed to the Children’s Reception Team via the school’s Designated Safeguarding Lead.

ICT

- The school will constantly monitor internet use and review our filtering processes through our IT provider and through the school’s Bursar and the DSL. The dangers of online websites will also be highlighted through our e-safety programme in PHSE, specifically looking at social media and radicalisation. Effective filtering and monitoring of internet usage to reduce exposure to radicalising influences.

- Mobile phones and personal laptops are not allowed at Horris Hill. Day students must not bring them into school, Boarders must hand them into Houseparents or Reception staff as soon as they arrive back at school. These items will be stored securely until they are returned to boarders' parent/guardians at exets or school holidays. Students are allowed Kindles and other electronic book readers in school, they must not have the ability to connect to the internet. Extra vigilance is required from staff to monitor these devices, some may have the ability to connect to 3G, 4G or 5G. Some devices may already have content downloaded on them, this raises the risk of inappropriate or extremist content.

Appendix 1

HORRIS HILL 'PREVENT DUTY' RISK ASSESSMENT

There is no single way of identifying who is likely to be vulnerable to being drawn into extremist views and ideologies. Factors that may have a bearing on someone becoming vulnerable may include peer pressure, influence from others or via the internet, bullying, crime against them, personal or political grievances.

Whilst we assess the risk of extremism or radicalisation amongst our pupils as very low that is not to say that it is impossible. Horris Hill has pupils from across the globe and whilst the pupils are unlikely to be exposed to extreme or radical attitudes or behaviour patterns here at school, the layers of protection we have here may not be the same as that experienced at home. No area, institution or body can be risk free.

The Channel programme guidance assesses vulnerability built around three criteria:

Engagement with a group, cause or ideology

Intent to cause harm

Capability to cause harm

Horris Hill sees a very low risk to pupils here within the context of the first group and negligible within the second and third.

This document also considers the following when assessing the level of risk of extremism and radicalisation at Horris Hill

Ideology : speakers promoting extremist views and venues that host them, individuals/ groups/networks and the threats we face from those who promote it

Institutions : identify places where there is a risk of radicalisation/ promotion of extremist propaganda and where guest speakers have come from

Individuals : online radicalisation, individuals being radicalised from home, regular travel to destinations known to be areas of extremism

No	Prevent Vulnerability/Risk Area	Evidence/Action to be taken	Staff	When
1	<p>Leadership</p> <p>Do the following people have a good understanding of their own and school responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> • Board of Governors • SLT • Staff 	<ul style="list-style-type: none"> • <i>The school has a Prevent Policy which outlines responsibilities regarding radicalisation and extremism concerns</i> • <i>Prevent Lead to include Prevent as part of Safeguarding training for staff.</i> • <i>Staff and Proprietor have completed the online Prevent awareness training course</i> 	<p>AJR</p> <p>RS</p>	<p>Autumn 2023</p> <p>Ongoing</p>
2	<p>Partnership</p> <p>1) Is there active engagement from the School's Proprietor/Directors, SLT, managers and leaders?</p> <p>2) Does the School have an identified Prevent Lead?</p> <p>3) Does the School engage with the Local Authority Prevent Lead/Boards</p>	<ul style="list-style-type: none"> • <i>Safeguarding, including Prevent, discussed and minutes taken during Governors' Meetings with Headmaster and the board of governors</i> • <i>Nominated Proprietor Board Member with lead responsibility for safeguarding undertakes an annual review of safeguarding, including Prevent</i> • <i>The DSL is the Prevent lead and is the single point of contact for Prevent concerns</i> • <i>The school has a good working relationship with the Local Authority Designated Officers from the Hampshire Safeguarding Children Partnership and any concerns of radicalisation would be fed to the Children's Services via the school's DSL</i> 	<p>RS/AR</p> <p>JS</p>	<p>Ongoing</p>
3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p>	<ul style="list-style-type: none"> • <i>The DSL's safeguarding presentation to staff to cover Prevent includes factors that make people vulnerable to radicalisation and/or extremist views</i> 	<p>RS/AR</p>	

	<p>1) exemplify British Values in their management, teaching and through general behaviours in the school</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	<ul style="list-style-type: none"> • <i>The school's policy on Prevent makes clear staff responsibilities with regard to radicalisation and extremism</i> • <i>British Values are taught as part of the curriculum, through wider SMSC provision, through Assemblies, displays, the Rights & Responsibilities document including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</i> • <i>In-house training for staff from the Prevent Lead undertaken</i> • <i>Any updates regarding Prevent are shared with staff in briefings as appropriate</i> • <i>Staff have completed the online Prevent awareness training course</i> 	AJR	<p>Ongoing</p> <p>Jan 2024</p>
4	<p>Welfare and Pastoral Support</p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the school?</p> <p>2) Does the school have religious content built into the teaching curriculum?</p> <p>3) Are there adequate monitoring arrangements to ensure that this teaching is effective and supports the school's welfare and equality policies?</p> <p>4) Does the teaching support and reflect the student demographic and need?</p>	<ul style="list-style-type: none"> • <i>The PHSE programme, Chapel Services, Assemblies, the Tutor System and an external child counsellor linked to the school all contribute to the provision of pastoral care and support</i> • <i>Dietary considerations are in place for those with specific requirements for health/medical or religious reasons</i> • <i>The school has a Religious Studies programme that extends across the school as part of the formal curriculum</i> • <i>Programmes of Study for each department are produced and these outline not just the topics but the aims and objectives of the departments. In addition, individual schemes of work are produced by each department that indicate the exact topics to be covered term by term.</i> 		
5	<p>Speakers and Events</p> <p>1) Is there an effective framework for managing speaker requests?</p> <p>2) Is it well communicated to staff and complied with?</p>	<ul style="list-style-type: none"> • <i>The school's Prevent Policy outlines the responsibility to ensure that visiting speakers are suitably assessed</i> • <i>Guest speakers/visitors are vetted prior to arrival through internet searches and are supervised at all times by a member</i> 	All staff	Ongoing

		<p><i>of staff and sign the Visiting Speaker Agreement & Guidelines document (Appendix 2)</i></p> <ul style="list-style-type: none"> • <i>Any speaker invited to Horris Hill must be approved by the Headmaster, who will have reviewed the assessed risk</i> • <i>Staff are made aware that a guest speaker/visitor is on site via the weekly bulletin published on the staff board and via the school's electronic diary</i> 	<p><i>RS/All staff</i> <i>All staff</i></p>	<p><i>Ongoing</i> <i>Ongoing</i></p>
6	<p>Safety Online</p> <p>1) Does the School have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>	<ul style="list-style-type: none"> • <i>The school has a range of policies that relate to safeguarding including IT Acceptable Use policies as well as a dedicated Prevent policy</i> • <i>The school has a filtering and monitoring system called Securely</i> • <i>Pupils are not allowed their own devices that have any Wi-Fi capability</i> • <i>The Securely systems report any breaches or attempted breaches of school policies with regard to online safety to the DSL and Headmaster via automatic e-mail alert. This e-mail alert includes a link to the evidence</i> 	<p><i>AJR</i></p>	<p><i>Ongoing</i></p>
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</p> <p>3) Is there provision for the requirements of other faiths?</p>	<ul style="list-style-type: none"> • <i>The school has a chapel that is used for short daily services as well as more formal services</i> • <i>Staff monitor and manage behaviour in this space</i> • <i>Visiting speakers are vetted prior to arrival and are supervised at all times</i> • <i>Boys of other faiths attend the services but are free to worship privately if they so wish</i> • <i>Dietary requirements for those of other faiths are respected</i> 		
8	<p><u>School Security</u></p>			

	<ol style="list-style-type: none"> 1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID in school? Is it enforced? 3) Are dangerous substances kept and stored on site? 4) Is there a policy in place to manage the storage, transport, handling and audit of such substances? 	<ul style="list-style-type: none"> • <i>The School keeps a visitors log at Reception. All visitors must sign in on arrival and sign out on departure using the ipad sign in/out system and are escorted whilst on School premises by a member of staff</i> • <i>All visitors are given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the school premises</i> • <i>Any hazardous substances kept on site are stored securely</i> • <i>The school has a Health and Safety Policy which contains procedures to ensure the control of substances hazardous to health (COSHH). Assessments are in place and are reviewed annually.</i> 		
9	<p><u>Safeguarding</u></p> <ol style="list-style-type: none"> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional/on-going training with respect to the handling of referrals relating to radicalisation/extremism 3) Does the School utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? 	<ul style="list-style-type: none"> • <i>Reference to radicalisation and extremism is included within the school's Safeguarding and Child Protection Policy and there is a dedicated policy relating to the Prevent Duty- Prevent Policy</i> • <i>The school is aware of its need to work closely with Channel as a support mechanism although there has not been a need to submit a referral to date</i> • <i>Staff have undertaken the online Channel awareness training</i> • <i>The pathways for making a referral are detailed in the school's Prevent Policy and are published on the staff room safeguarding board</i> 	AR	Autumn 2023
10	<p><u>Communications</u></p> <ol style="list-style-type: none"> 1) Is the school's Prevent Lead and their role widely known across the school? 	<ul style="list-style-type: none"> • <i>Amy Rutherford is the school's Designated Safeguarding Lead (DSL) and Prevent Lead. All staff and governors receive</i> 	AR	Autumn 2023

	<p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	<p><i>safeguarding training, including Prevent, during Inset briefings at the start of each term.</i></p> <ul style="list-style-type: none"> • <i>All staff are made aware of updates to policies. Policies are distributed to all staff via email and are published on the school website and staff portal. Policies are also available in the staff common room and from the Bursary</i> • <i>Any updates regarding Prevent are shared with staff in briefings as appropriate</i> • <i>Key staff have completed the online Prevent awareness training course</i> • <i>The school contributes to inter-agency working in line with Working Together to Safeguard Children 2018 through effective implementation of policy as well as through effective communication and co-operation with local agencies.</i> • <i>Any concerns raised by a member of staff will be reported to the DSL. The DSL will refer the case to Hampshire Safeguarding Children Partnership, where the concerns will be considered in the Multi Agency Safeguarding Hub process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process</i> 		
11	<p><u>Incident Management</u></p> <p>1) Does the school have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p>	<ul style="list-style-type: none"> • <i>The school has a critical incident management plan in place that is reviewed regularly</i> • <i>The Headmaster, Deputy Headmaster or Bursar will determine whether an incident is critical and if so will set up a Critical Incident Management Team (CIMT). The CIMT will include the Chairman of Governors, Headmaster, Deputy Headmaster and Bursar and/or any nominated deputies</i> • <i>The Headmaster will be the primary face of the school and will agree any statements or text with the CIMT. If appropriate a</i> 	RS/PB	Autumn 2023

	3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?	<i>Press Liaison Officer may be appointed from within the school to co-ordinate the outflow of information and dealing with media requests</i>		
12	<p><u>Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	<ul style="list-style-type: none"> <i>All staff, including temporary staff and volunteers, will be provided with induction training that will enable them to both fulfil their role, identify and understand the role of the Designated Safeguarding Lead and Deputies and also to understand the Safeguarding and Child Protection Policy, Code of Conduct for Staff, Good Behaviour and Sanctions Policy, Missing Child Policy and Procedures, Whistleblowing Policy, Prevent Policy, IT Acceptable Use Policy, Social Media Policy, Part one and Annex A which contains important additional information about specific forms of abuse and safeguarding issues of Keeping Children Safe in Education.</i> <i>Any member of staff can raise concerns through the school's Whistleblowing Policy.</i> 	AR	Ongoing
			All staff	Ongoing



HORRIS HILL

Visiting Speaker Policy

Appendix 2

We often invite speakers from the wider community to give talks and presentations at school to enrich the pupils' educational experience, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our pupils is to ensure that they can critically assess the information they receive as to its value to themselves and that the information is in line with the ethos of the school and of the fundamental British Values.

The 'Prevent Duty' and its guidance requires schools to have a clear procedure in place to ensure that any visiting speakers are suitable and appropriately supervised.

At Horris Hill :

- All visiting speakers must have a nominated point of contact at the school (the Organiser)
- All requests for or from outside speakers require the prior approval of the Headmaster
- An outline of what the speaker intends to cover in advance of the visit must be established
- Research on the person/organisation will be carried out to establish whether they have demonstrated any extreme views or actions
- Permission to visit will not be granted if any links to extremist views or groups are established and the speaker(s) will be informed of that decision in writing
- Visiting speakers must sign the 'Agreement and Guidelines for Visiting Speakers' form as acceptance of the school's terms and conditions
- Visiting speakers will be accompanied at all times and not left unsupervised with pupils

Link to [Visiting Speaker Register](#)



HORRIS HILL

Agreement and Guidelines for Visiting Speakers

Thank you for taking the time to talk to our pupils. In order to maintain a clear focus on our main priority of teaching and learning within a safe and protective environment, we exercise great care in assuring the respect of the diverse views, values and cultural backgrounds of all our pupils and the wider school community.

Name of visiting speaker

Organisation (if applicable)

The visiting speaker(s) agree to the following terms and conditions :

1. The presentation must be appropriate to the age and maturity level of the pupil audience
2. The presentation must not incite hatred, violence or call for the breaking of the law
3. The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts
4. The visiting speaker is not permitted to spread hatred and intolerance of any minority groups, faith or cultural backgrounds in the community
5. The visiting speaker must avoid insulting any minority groups, faith or cultural background
6. The visiting speaker is not permitted to use the visit to raise or gather funds for any external organisation or cause without the permission of the Headmaster
7. School staff have the right and responsibility to interrupt and/or stop the talk or presentation at any time for any violation of this agreement

Signature of visiting speaker :

Date :

Link to [Visiting Speaker Agreement](#)