Prevent Policy

Our Lady's Catholic Primary School

COMMITTEE: Local Academy Committee
DATE APPROVED: To be approved November 2021
POLICY REVIEW DATE:

Contents

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1. Aims

The aims of our Prevent Policy are to:

> Ensure that staff, for the purposes of this policy, are aware of the definition of radical or extreme ideology is a 'set of ideas which could justify vilification or violence against individuals, groups or self".

> Ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that:

> All Staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

> All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

> All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

> The School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. The school will therefore aim to do the following:

> Educate pupils on the appropriate use of social media and the dangers of downloading and sharing

> Inappropriate material including that which is illegal under the Counter- Terrorism Act.

> Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.

> Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.

> Inform pupils on the importance of Internet Safety both through the ICT curriculum and PHSE education

> Respond to monitoring alerts of any online activity causing concern. Please refer to the School's Online Safety and Acceptable Use for I.T. Policies for further details.

2. Legislation and guidance

This policy is based on The Counter-Terrorism and Security Act (July 2015) requires academies to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the **'Prevent Duty'**. This policy should be read in conjunction with the School's Safeguarding Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

- The Counter - Terrorism and Security Act July (2015)
- The Children Acts 1989 and 2004;
- The Education Act 2002,
- and in line with government publications "Prevent Duty Guidance: for England and Wales" (March 2015),
- "The Prevent Duty: Departmental Advice for academies and childminders" (June 2015)
- The Use of Social Media for on-line radicalisation" (July 2015),
- Working Together to Safeguard Children" (September 2018),
- Revised Safeguarding Statutory Guidance 2 "Framework for the Assessment of Children in Need and their Families"(2000)
- "What to do if you are worried a Child is being Abused" (2003).
- "Keeping Children Safe in Education" (September 2020)

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Curriculum
The School ensure that the Curriculum plays a role. Pupils are offered a broad and balanced curriculum delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.
Classroom practices include:
Developing questioning techniques to open up safe debate;
Building confidence to promote honesty about a plurality of views; Ensuring freedom of expression and freedom from threat;
Debating fundamental moral and human rights principles;
Promoting open respectful dialogue an affirming multiple identities.

Personal, Social, Health and Citizenship lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. However, the school ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enabling them to develop a positive sense of identity through the development of critical thinking skills.

The School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Curriculum content includes:
Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness. For example, in Classics, myths and legends provide opportunities to discuss the motives behind death and killing

alongside compassion and empathy, whilst in Geography pupils explore migration and the movement of people around the world.

Promoting knowledge, skills and understanding to build the resilience of learners;
Exploring controversial issues;
Recognising local needs;
Challenging extremist narratives;

Promoting universal rights;
Promoting critical analysis; and
Promoting pro-social values.

The School's library houses texts about the world we live in with many highly acclaimed young adult novels which deal with terrorism and the effects of terrorism, and that explore situations in other countries and their impact and consequences e.g. refugees etc.

In the Early Years Department the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0 -5, thereby assisting their personal, social and emotional development and understanding of the world.

3.2 Visitors to the School

In order to safeguard pupils from visitors to the School who may have extreme or radical views, the School will:

> Ensure all visitors to the school are carefully vetted and take immediate action if or group is perceived to be attempting to influence members of the School community, either physically or electronically.

> Check any organisations which wish to have relationships with the School, particularly those in the voluntary sector.

> Any organisations or individuals wishing to hire the School will be checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

3.3 Risk Assessments

> The DSL is responsible for carrying out risk assessments to assess the risks of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology. The DSL will also use regular risk assessments to demonstrate his / her understanding of the risks and how to identify pupils who may be at risk of radicalisation.

3.4 The Governing Body

The Governing Body of our School 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. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2018' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

3.5 Recruitment

> The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Trust guidance for safer recruitment best practice in education settings, 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. We will apply

safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

4. Reporting Procedures

> Although serious incidents involving radicalisation have not occurred at Our Lady's Catholic Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead or Head teacher).

> We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

> The Designated Lead for Child Protection and Safeguarding and the Head teacher will deal swiftly with any referrals made by staff or with concerns reported by staff.

> The Head teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

> Any pupil who is deemed to be at risk of being radicalised or extremism will be referred by the DSL as appropriate through the Local Authority Channel Referral and Intervention processes. The School will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm.

> Referral Pathwaymism1.pdf

5. Training

5.1 Staff Training

In order to fulfil the requirements of the Prevent Duty, the School will

> Ensure that the Prevent Safeguarding Leads are also trained Designated Safeguarding Leads as well as Prevent Safeguarding Leads. The Schools' Administration team is responsible for checking visitors to the School.

> Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

> Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the School's safeguarding / Child Protection Policy.

> Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.

> Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

- > 'Open source' check any organisations which wish to have relationships with the School, particularly those in the voluntary sector.
- > Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

6. Monitoring arrangements

This policy will be reviewed by the Head Teacher every year.

At every review, the policy will be approved by the Local Academy Committee

7. Links with other policies

This Prevent policy is linked to the:

- > Prevent Duty Guidance: https://www.gov.uk/government/publications/prevent-duty-guidance
- > Channel Guidance: https://www.gov.uk/government/publications/channel-guidance
- > Prevent Strategy Northamptonshire County Council
- > Child Protection policy Our Lady's Website Policy Pages
- > Anti-bullying policy Our Lady's Website Policy Pages
- > Behaviour policy Our Lady's Website Policy Pages
- > Computing and ICT policy Our Lady's Website Policy Pages
- > DfE Guidance "Keeping Children Safe in Education, 2018" Keep Children Safe in Education
- > DCSF Resources "Learning Together to be Safe" Learning Together
- > "Prevent: Resources Guide" Prevent
- > "Tackling Extremism in the UK" Tackling Extremism
- > DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People". Resilience