



OUR LADY IMMACULATE

CATHOLIC ACADEMIES TRUST

Prevent Policy



Our Lady's Catholic Primary School

COMMITTEE: Local Academy Committee
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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 2023)
- Prevent duty guidance: for England and Wales (December 2023)

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 virtues, 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 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, 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 virtues 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 2023' 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 Headteacher).
- 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.
- Refer to the Prevent Referral Pathway for Northamptonshire:
https://www.northamptonshiresab.org.uk/Documents/Policies%20and%20procedures/Northamptonshire_Prevent_Referral_Pathway_v1.5.pdf
- Refer to guidance in Keeping Children Safe in Education (2023) – see below:

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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.

Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged. As defined in the Government's Counter Extremism Strategy <https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁵¹ to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. ¹⁵² "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). ¹⁵⁰ The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance. Additional support The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)).

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 and 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, 2023” [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](#)

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There will be two appendices –

1. Our Risk Assessment
2. Our Action Plan

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