Our Lady's Catholic Primary School

Jesus said, "Love one another as I have loved you"

PREVENT POLICY

Introduction

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 has therefore been developed in accordance with the principles established by the Counter - Terrorism and Security Act July (2015) and also 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) and "What to do if you are worried a Child is being Abused" (2003). The guidance also reflects, "Keeping Children Safe in Education" (September 2020) and our responsibilities with regard to the Prevent Strategy.

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.

1. Defintion

For the purposes of this policy the definition of radical or extreme ideology is "a set of ideas which could justify vilification or violence against individuals, groups or self".

2. Aims

2.1
- To ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- Whilst following the Prevent Strategy, the school also maintains its mission for diversity to be a core part of all that it does. The School places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

3. Vulnerability to radicalisation or extreme view points from the internet

3.1 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.

3.2 Respond to monitoring alerts of any online activity causing concern.

3.3 Please refer to the School's Online Safety and Acceptable Use for I.T. Policies for further details.

4. Visitors to the School

4.1 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 any individual or group is perceived to be attempting to influence members of the School community, either physically or electronically.

- "Open source" check any organisations which wish to have relationships with the School, particularly those in the voluntary sector.

5. Staff Training

5.1 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 the Prevent Safeguarding Lead. The school's 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.

6. Curriculum

6.1 The School ensure their 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; and
- Affirming multiple identities.

6.2 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.

6.3 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.

6.4 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.

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- 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.

6.5 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.

6.6 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.

7. Risk Assessments

7.1 The DSL is responsible for carrying out regular 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.

8. Hiring & Lettings

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

9. What should you do if you suspect a vulnerable person might be in danger of radicalisation?

9.1 Don't do nothing! Your part of the jigsaw might be crucial. There are several reasons why you *might* think that doing nothing is the right thing to do:

Also:
- What might happen to X if I report him/ her?
- It will be more hassle/ work for me!

Check your concern with a colleague to see if they agree with your concern.

9.2 Pass on your concerns to the DSL. They can then make a decision on whether to act on it or not. By passing it on you are in a win / win situation:
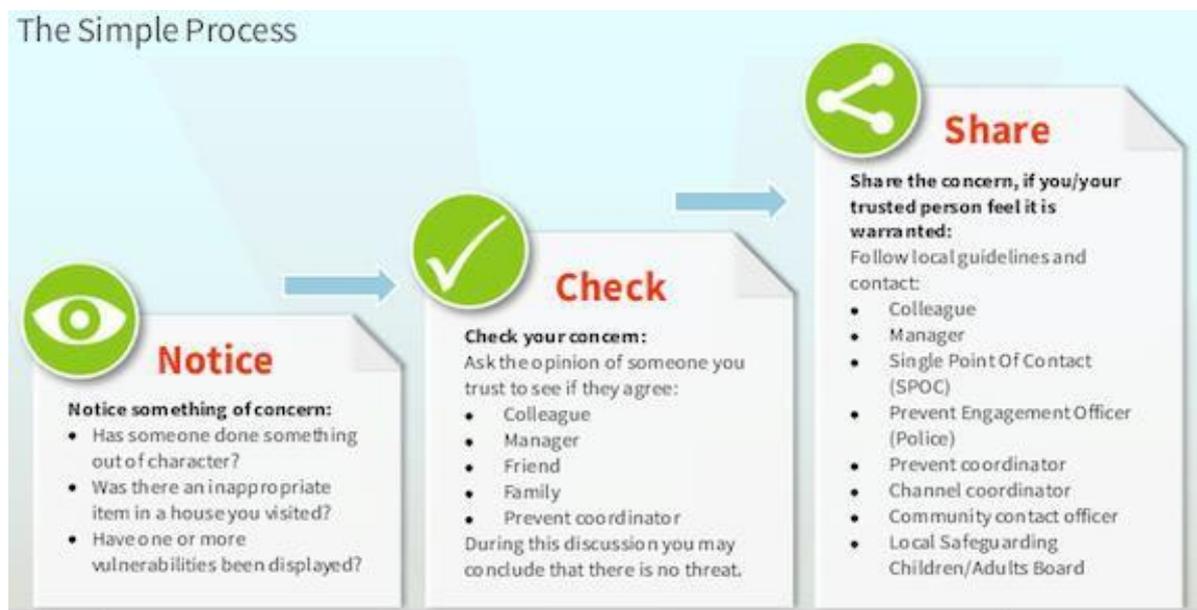
If you share your concerns about someone then, even though the likelihood is small, you may have played a part in helping to prevent someone from going on to commit a terrorist act.

If it turns out the behaviours you have spotted are **not** terror-related, your concern may still be justified, as you might have identified someone in need of help and support for some other personal crisis … stress, family breakdown, drug problems, etc.

10. Managing Referrals & Working in Partnership

10.1 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.

The Simple Process

Notice

Notice something of concern:
- Has someone done something out of character?
- Was there an inappropriate item in a house you visited?
- Have one or more vulnerabilities been displayed?

Check

Check your concern:
Ask the opinion of someone you trust to see if they agree:
- Colleague
- Manager
- Friend
- Family
- Prevent coordinator
During this discussion you may conclude that there is no threat.

Share

Share the concern, if you/your trusted person feel it is warranted:
Follow local guidelines and contact:
- Colleague
- Manager
- Single Point Of Contact (SPOC)
- Prevent Engagement Officer (Police)
- Prevent coordinator
- Channel coordinator
- Community contact officer
- Local Safeguarding Children/Adults Board

Further information:

This policy links to guidance available on Northamptonshire County Council website (NCC Safeguarding in Education)
https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/Pages/child-safeguarding-and-welfare-in-schools.aspx

The Headteacher will review this policy at least every year and assess its implementation and effectiveness.