



# **St Mary's R.C. Primary School**

## **Prevent Duty Policy**

Sep 2015 updated Sep 2018, updated May 2023

### **Vision:**

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

### **Mission statement:**

**We love God** ... so we follow the examples of Jesus

**We love learning** ... so we always do our very best in everything

**We love each other** ... so we treat each other as we want to be treated

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### **Contents:**

Statement of intent

1. Definitions
2. Training
3. Risk indicators
4. Making a judgement
5. Referrals
6. Preventing radicalisation through learning

Appendix One - Similarities and differences

Appendix Two - Channel Panel Referral Pathway for Children

Appendix Three – Statement Preventing Radicalisation (by Local Authority)

## **Overview/Statement of Intent**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children's Safeguarding Board as appropriate.

### **1. Definitions**

**Radicalisation:** a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

**Extremism:** holding extreme political or religious views; fanaticism.

### **2. Training**

St. Mary's RC Primary school's designated safeguarding lead (Mrs Ruane, the Headteacher) has undertaken Prevent Leaders awareness training in order to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. All staff have had formal Prevent LA training and the Head provides regular updates to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation. We are currently awaiting updated training from the LA. Several governors have also attended the Prevent training.

### **3. Risk Indicators**

#### **Indicators of an identity crisis:**

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

#### **Indicators of a personal crisis:**

- Family tensions

- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities with which they previously engaged
- Searching for answers to questions about identity, faith and belonging

**Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

**Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

**Other indicators:**

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with Teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

**4. Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?

- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

**Critical indicators include where the child is:**

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

## **5. Referrals**

At St. Mary's RC Primary school we are committed to protecting our pupils from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding lead. The safeguarding lead will then assess the situation and decide whether further action is required. If so, they will then decide the best course of action regarding a referral to external agencies.

Any decisions will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

See appendix two for referral guidance.

Complete our usual Child protection form for any referrals.

## **6. Preventing Radicalisation Through Learning**

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, St. Mary's RC Primary school is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences. We actively promote British/Gospel values of love, respect, tolerance and celebration of differences – that God made us all different and we celebrate this. This message is promoted through: RE and our high quality SMSC education provision. We teach life skills and have a weekly statement to live by which links with the Gospel values.

See appendix for other possible exercises and what we do to promote British Values

### **Outcome:**

We believe that through vigilance and staff awareness, we should do our very best to safeguard our children from extremism and radicalisation. Although this risk is very rare, we aim to ensure that staff are aware of risk factors and signs to look out for and we will act accordingly to this policy and the referral process to support any child in our care.

**Policy approved**      **Sep 2015**  
**Reviewed**              **Sep**  
**2018, reviewed May 2023**

**Signed**                      **Chair of Governors**

## **Appendix 1**

### **Exercise 1: Similarities and Differences**

This exercise can be carried out in a classroom environment where children are instructed to walk carefully; otherwise, it is appropriate during a physical education or outdoor lesson where children can be encouraged to run to the various stations.

Two or three stations should be clearly marked and all children should stand in a central group. Options should then be called out enabling children to move to the different stations based on similarities. For example, children can be told to move to station one if they have blue eyes, station two if they have green eyes and station three if they have brown eyes. Care should be taken to ensure that no children are left out or repeatedly isolated, and a range of trivial and more meaningful categories should be called. The purpose of the exercise is to reinforce the wide range of similarities different groups have, some of which are important to people's sense of identity and some of which are not.

Examples of different categories could include:

- Everyone with a brother
- Everyone with a sister
- Everyone who enjoys eating sweets
- Everyone whose family celebrates a religious day
- Everyone who can speak more than one language
- Everyone wearing shoes
- Everyone whose family attends a place of worship

The different groupings should be discussed at the end of the lesson with a focus on the fact that all people have similarities and differences and that it is a positive thing that we are all unique.

### **Exercise 2: Similarities and Differences**

Children should move into pairs and then be asked to identify two visible and two 'secret' things that they have in common with their partner.

Examples of visible things they have in common could be that they both have two hands, blue eyes, are wearing a school uniform, have their hair in a ponytail, etc. Examples of 'secret' things they have in common might include the fact that they both have a sister, enjoy reading, like pets, ate cereal for breakfast, etc.

Wider discussion should then be opened with the class. Children should be asked whether they were surprised by the things they had in common with each other, what makes people similar, what makes people different and why it's important that we are kind and respectful of people's similarities and differences.

### **Exercise 3: Communities**

This exercise should focus on the different communities in the classroom. A map of the local area should be used to mark important places which children in the class attend, for example, religious buildings, the park, the school, etc. The class should then discuss why different areas are important to different people.

A world map should also be used for children to point out where they were born, where they have been on holiday, where their mothers/fathers/grandparents/cousins are from, what countries are important to them and why.

A discussion should then be opened about how people from different places are similar to one another and how they are different. As always, a focus on the importance of being kind and respectful of other's differences and similarities should be reinforced.

**The following are just some of what we do in St. Marys' to promote British Values such as tolerance, respect, democracy, rule of law, critical thinking skills, personal responsibility for our actions etc:**

Ofsted Inspection, Nov 2021 graded us 'Good' in all areas and safeguarding is effective. 'Children are safe and happy in our school' 'Leaders ensure that staff recognise the signs that a pupil may be at risk of harm and know how to report any concerns'

Section 48 Inspection, Nov 2022, graded us as 'Good' in all areas such as welcome, welfare, witness.

We promote the Gospel values of love, tolerance and celebration of differences in others

Weekly Statements to live by – linked with the Gospel values

Big thinking in RE and Mindfulness/Circle time

P4C/Mindfulness

School and Class Council

Various active groups within the school:

Head Boy and Head Girl – voted in democratically by the pupils (Election process on voting day!)

GIFT team, Sports Leaders, Eco Warriors

We do regular anti bullying weeks, Healthy living weeks – promote positive mental health and a healthy mind and body,

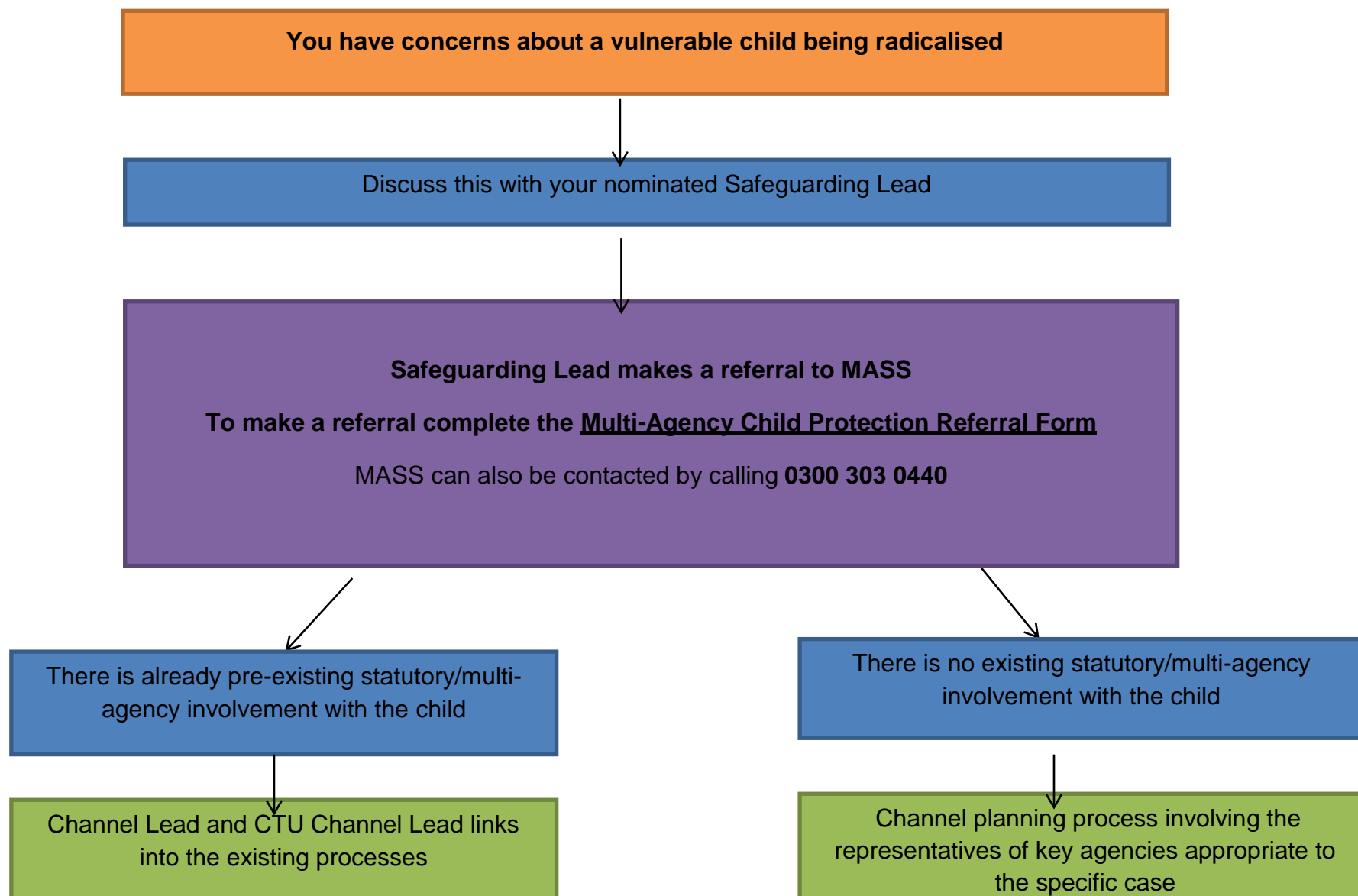
Section 48 Inspection, Nov 2022, 'This is a highly inclusive school which offers an outstanding level of care to vulnerable pupils and their families....a central feature to the strong sense of family and community' This shows we know every child well and spot if any different or worrying behaviours.

We also have our own School based Family Support Worker to support vulnerable families etc



## Appendix Two

### CHANNEL PANEL REFERRAL PATHWAY FOR CHILDREN



## **Appendix Three - Statement from Local Authority**

### **Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our school has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our school is committed to:

- establishing a single point of contact in terms of safeguarding
- assessing risk of students being drawn into terrorism
- developing an action plan to reduce the risk
- training staff to recognise radicalisation and extremism
- referring vulnerable people to Channel
- prohibiting extremist speakers and events
- managing access to extremist material- ICT filters
- being confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will, therefore, always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the school's safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or Governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

