ST MARY'S CATHOLIC PRIMARY SCHOOL

Prevent Duty Policy

Statement of intent

St Mary's Catholic Primary School believes that protecting pupils from the risk of radicalisation is an essential aspect of the school's wider safeguarding duties.

The school has created this policy in order to ensure that all members of staff are alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of pupils being drawn into terrorism.

The school expects all members of staff to use their professional judgement to identify pupils who may be at risk of radicalisation and act accordingly, alongside the **Children's Advice & Support Service (CASS)** if necessary.

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At St Mary's Catholic Primary School we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote children's welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Children who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

HMCusack   Headteacher   15/07/16

                  Chair of Governors   21/09/16

1. Legal framework

1.1. This policy has due regard to the following guidance and legislation, including, but not limited to:

Legislation

- **The Children Act 1989**
- **The Children Act 2004**
- **The Protection of Children Act 1999**
- **The Safeguarding of Vulnerable Groups Act 2006**
- **The Counter-Terrorism and Security Act 2015**

Guidance

- **DFE (2015) 'Revised Prevent Duty Guidance for England and Wales'**

1.2. This policy will be implemented in conjunction with the school's:

- **Safeguarding and Child Protection Policy.**
- **Behaviour Policy**
- **No Platform Policy.**
- **British Values Policy.**
- **E-safety Policy.**

2. Definitions

2.1. For the purpose of this policy, 'radicalisation' is defined as 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.

2.2. For the purpose of this policy, 'extremism' is defined as holding extreme political or religious views.

3. Risk indicators

3.1. The school has a clear understanding of the risks that can affect pupils in our area and a specific understanding of how to identify pupils who are at risk.

The school recognises that certain behaviours may indicate that a pupil is at risk of radicalisation. All members of staff are responsible for identifying these risk indicators and reporting them to a senior member of staff.

3.2. Indicators of an identity crisis are likely to include, but are not limited to the following:

- **Family tensions**
- **A sense of isolation**
- **Low self-esteem**

- **Disassociation from existing friendship groups**
- **A loss of interest in activities which they previously engaged in**
- **Searching for answers to questions about identify, faith and belonging**
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3.3. Indicators of vulnerability through personal crisis are likely to include, but are not limited to the following:

- **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**

3.4. Indicators of vulnerability through unmet aspirations are likely to include, but are not limited to the following:

- **Perceptions of injustice**
- **Feelings of failure**
- **Rejection of integrating with other groups within school e.g. taking part in Catholic sports' competitions**

3.5. Other indicators may include the following:

- **The use of derogatory language about a particular group**
- **Inappropriate forms of dress**
- **Possession of prejudice related material**
- **Property damage**
- **Refusal to cooperate with the requests of teachers or other adults**

4. Roles and responsibilities

4.1. **Role of the Headteacher**

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,

- ensure that the school's curriculum addresses the issues involved in radicalisation

- ensure that staff conduct is consistent with preventing radicalisation

4.2. **Role of Designated Safeguarding Lead**

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

4.3. **Role of staff**

- It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

5. Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

    underachievement
    being in possession of extremist literature
    poverty
    social exclusion
    traumatic events
    global or national events
    religious conversion
    change in behaviour
    extremist influences
    conflict with family over lifestyle
    confused identify
    victim or witness to race or hate crimes
    rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

1. showing sympathy for extremist causes
2. glorifying violence, especially to other faiths or cultures

3. making remarks or comments about being at extremist events or rallies outside school
4. evidence of possessing illegal or extremist literature
5. advocating messages similar to illegal organisations or other extremist groups
6. out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
7. secretive behaviour
8. online searches or sharing extremist messages or social profiles
9. intolerance of difference, including faith, culture, gender, race or sexuality
10. graffiti, art work or writing that displays extremist themes
11. attempts to impose extremist views or practices on others
12. verbalising anti-Western or anti-British views
13. advocating violence towards others

6. Referrals

6.1. **St Mary's Catholic Primary School** is committed to protecting its pupils from radicalisation through a process of early intervention.

6.2. All members of staff are encouraged to raise any concerns they might have about a pupil with the **designated safeguarding lead (DSL) – John Blaney or any member of the SLAT (**Safeguarding Leadership & Assessment Team)Team.

6.3. The **DSL** assesses the situation and decides whether further action is required. If it is, they discuss any concerns with the **Headteacher/SLAT** and decide the best course of action regarding a referral to external organisations.

6.4. Decisions made are made on a case-by-case basis and members of staff are 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 pupil is at risk.

6.5. If appropriate, the **DSL** will refer the pupil to the Channel programme for early intervention.

6.6. The school recognises that effective engagement with parents/carers is important when identifying signs of radicalisation.

6.7. The school makes every effort to assist families who raise concerns and direct them to appropriate support mechanisms.

7. Staff training

7.1. The **DSL/SLAT** undertakes Prevent awareness training on a **biennial** basis, in order to be able to provide advice and support to other members of staff on how to protect pupils against the risk of radicalisation.

7.2. The **SLAT** holds formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

8. Policy review

8.1. This policy is reviewed annually by the designated safeguarding lead and the headteacher.

8.2. The scheduled review date for this policy is **July 2017**.