

St. Mary's Catholic Voluntary Academy



Prevent Policy & Risk Assessment

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Our Mission Statement

By working together at St Mary's School, we aim, through Jesus Christ, to share God's love, helping our community to learn, grow and make a difference.

Introduction

St. Mary's Catholic Voluntary Academy is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1. Aims and Principles

The main aims of this policy statement are to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. Also, it ensures 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:

We recognise that we are well placed to be able to identify safeguarding issues and this policy statement clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers 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.

2. The PREVENT duty

The school's designated safeguarding lead and deputies are aware of local procedures for making a Prevent referral and that our school is 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 regard to the need to prevent people from being drawn into terrorism*".

This duty is known as the PREVENT Duty. The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations. Our Designated Safeguarding Leads and other senior leaders familiarise themselves with the revised Prevent Duty Guidance - <https://www.gov.uk/government/publications/prevent-duty-guidance> - especially paragraphs 57-76, which are specifically concerned with schools and childcare.

3. Definitions

For the purpose of this policy:

- **Extremism** - is defined as the vocal or active opposition to our fundamental British 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.
- **Ideology** - is defined as a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.
- **Radicalisation** - is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** - is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system

4. Indicators

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. 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).

There are behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others

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 deputy) making a Prevent referral.

5. Making a Referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

Parents/carers will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate.

Following a referral made to Prevent, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into channel. The panel will be chaired by the LA and attended by multi-agency partners including the police, education professionals, health services, housing and social services. Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents/carers will be consulted during this period, unless doing so would put the pupil at further risk of harm. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

6. Channel Programme

St. Mary's CVA recognises '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.

St. Mary's DSLs understand when it is appropriate to make a referral to the Channel programme.

Further information is available here:

- [Prevent and Channel Duty – A Toolkit for Schools](#)
- [Channel Guidance](#)
- [Making a Channel Referral in Derbyshire](#)
- [Prevent Channel Referral Form](#)

7. The Role of the Curriculum

Our curriculum, which is “broad and balanced”, promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. We are committed to providing a curriculum that prepares children for life in modern Britain.

The children are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE and RSE provision is embedded across the curriculum, and underpins the ethos of the school. British Values are taught alongside the Gospel Values, our school values (SPIRIT) and the principles of Catholic Social Teaching (CSTs).

Children are taught about how to keep safe when using the internet and taught to recognise things and people who may not be safe online. They are taught to seek adult help if they are upset or concerned about anything.

8. Staff training

All staff will attend safeguarding training including that which concerns preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually and will be updated as required.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school will make use of government quality assured prevent training resources. Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.

9. The Role of the Governing Body

The Local Governing Body undertake appropriate training to ensure that they are clear about their role and responsibilities as Governors, including their statutory safeguarding duties. The Governors support the ethos and values of St. Mary’s CVA and will support the school in tackling extremism and radicalisation. The governing body will monitor the delivery of this policy and its effectiveness, in line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education’.

Appendix 1 - Prevent Duty Risk Assessment

St. Mary's Catholic Voluntary Academy Prevent Duty Risk Assessment			
Compliance Requirements	High	Low	Comments/Action Required
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:			
Training Requirements	Yes	No	Comments/Action Required
Have all staff been trained to understand the Prevent duty?			
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?			
School Policies	Yes	No	Comments/Action Required
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?			
Does the E-Safety Policy refer to the requirements of the Prevent Duty guidance?			
Has your school got a clear statement about the Prevent duty on your website and in the school brochure?			
Does the school have clear guidance on the use of rooms for faith related activity?			
Does the school have clear guidance for visitors including faith related visiting speakers?			
British Values	Yes	No	Comments/Action Required
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?			
Do pupils have an understanding of how citizens can influence decision-making through the democratic process?			
Do pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law?			
Do pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour?			
Do pupils have an understanding of the importance of identifying and combatting discrimination?			
Does the school ensure all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils?			
Does the school include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries?			
Does the school use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view?			