



ST. THERESA'S CATHOLIC PRIMARY SCHOOL

Prevent Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy review: July 2019

Next review: July 2020

Policy written by: Linda O'Melia Headteacher
Policy reviewed & passed by: Wellbeing Committee
Key person responsible: Linda O'Melia Headteacher



1. Aim of the Prevent Policy

This policy aims to support other policy documents relating to the safeguarding of children. It outlines the Government's strategy to identify and support vulnerable children and adults and guide school staff and visitors on actions to be taken in the event concern is raised that an individual may becoming drawn into terrorism.

1.1 Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1st 2015.

1.2 Statement of intent

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of pupils being drawn into terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify pupils 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.

2. Definitions

Radicalisation: the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

Extremism: active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

3. Policies

The Prevent Duty should be enshrined within all relevant policies, as each are reviewed.

The policies should include:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is **balanced, calm and proportionate**.



In Catholic schools, the Gospel values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country.

4. Training

The school's designated and deputy designated safeguarding lead (Mrs L O'Melia and Mr J Troy) will undertake Prevent Awareness training in order to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

5. Prevent Single Point of Contact (SPOC)

The single point of contact will normally be the Designated Safeguarding Lead (DSL).

The SPOC for this school is Mrs L O'Melia

If there any concerns a member of staff should inform the SPOC (and/or the DSL).

The appendix to this document contains a pro-forma to be completed detailing any concerns. Appendix I.

6. Useful contacts

<http://www.preventtragedies.co.uk>

<http://www.familiesmatter.org.uk>

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline **020 7340 76244**.

7. Risk Indicators:

7.1 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

7.2 Indicators of a personal crisis:

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

7.3 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

7.4 Indicators of vulnerability through unmet aspirations:

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

7.5 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

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them and put them into context.

8. Making a Judgement

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

- Does the pupil have access to extremist influences?
- Does the pupil 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 pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil 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 pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?



- Is the pupil a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil 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 pupil's life has extremist views or sympathies?

Critical indicators include where the pupil 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

9. Referrals

At St Theresa's Catholic 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 pupil with the designated safeguarding lead (Mrs O'Melia) and to record them on a 'Radicalisation and Extremism Concern Form' (see Appendix 1). The safeguarding lead will then assess the situation and decide whether further action is required if a referral to external agencies is needed.

Any decisions made 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 pupil is at risk.

10. Preventing Radicalisation Through Learning

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, St Theresa's is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences.

Appendices II, III, and IV outline exercises used with Pupils as part of the school's strategy to encourage tolerance and moderation of views in all children.

11. Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the pupil may decline. There is an online training module available for school staff.
<https://www.gov.uk/government/publications/channel-guidance>

The Local Authority Safeguarding Board (MASH) is responsible for co-ordinating what is being done by all the local agencies.

<https://www.barnet.gov.uk/citizen-home/children-young-people-andfamilies/Safeguarding-children/multi-agency-safeguarding-hub-mash.html>



This version supersedes the Policy dated July 2017

Headteacher:		Date:	
Chair of Ratifying Committee / Governing Body:		Date:	



Appendix I

Radicalisation & Extremism Concern Form

If you have concerns please complete this form and return to the HT (DSP/SPOC) or DHT Deputy DSP/SPOC)

Date:

Time:

Member of staff:

Child:

Year Group:

Nature of Concern:

Please be specific. Write down exactly what have you seen or heard. Be clear in your mind why you are concerned.

Signed:

Date:

Date received:

Signature:

DSL and/or SPOC:



APPENDIX II

Exercise A: Similarities and differences

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

Two or three stations should be clearly marked and all pupils should stand in a central group. Options should then be called out enabling pupils to move to the different stations based on similarities. For example, pupils 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 pupils 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.



Appendix III

Exercise B: Similarities and differences

Pupils 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. Pupils 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.



Appendix iV

Exercise C: 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 pupils 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 pupils to point out where they were born, where they have been on holiday, where their mothers/fathers/grandparents/cousins/carers 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.