

# Saint Joseph's Catholic Primary Voluntary Academy.



## Prevent Policy. (Dealing with Extremism and Radicalisation).

December 2015 – new policy

Revised December 2017, December 2019, July 2020, November 2021

## **Dealing with Extremism & Radicalisation**

<b>Date</b>	<b>Review Date</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Officer</b>	<b>Nominated Governor</b>
<b>November 2021</b>	<b>November 2022</b>	<b>Mrs McCullagh</b>	<b>Mrs Melling</b>	<b>Mrs Wilding</b>	<b>Mrs R Colley</b>

We believe this policy relates to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2011
- Counter Terrorism and Security Act 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We are committed to safeguarding and promoting the welfare of all children and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)' as the safety and protection of children is of paramount importance to everyone in this school.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

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We understand that radicalisation 'is 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'. (Wikipedia). While extremism is best defined as the holding of extreme political or religious views.

We understand that it is our duty under the statutory guidance on the Prevent duty to have in place a risk assessment, a working partnership with the Local Safeguarding Children Boards (LSCBs), training school personnel and IT policies.

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school personnel or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

## **Role of the Governing Body**

The Governing Body has:

- has appointed member of staff to act as the Designated Safeguarding Lead and a deputy DSL – the Head teacher.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;

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- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- has nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Designated Safeguarding Lead and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- assess the risk of children being drawn into terrorism;
- have in place an excellent working partnership with the LSCB;
- ensure all school personnel attend the 'Workshop to Raise Awareness of Prevent (WRAP)';
- provide training for school personnel about the risks to children of online activity from terrorist and extremist groups;
- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- provide an effective Personal, Social and Health Education curriculum in order to develop in all pupils resilience, determination, self-esteem and confidence;
- develop Citizenship in order for all pupils to play an active part in society;
- ensure school personnel are vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- ensure that British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- make refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- work closely with the link governor and Designated Safeguarding Lead;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors

## **Role of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
  - understand the assessment process
  - understand the procedures of a child protection case conference and child protection review conference
  - understand the specific needs of children in need
  - understand the specific needs of children with special educational needs and those of young carers
  - have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record:

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Date of Transfer	Child's Name	D.o.B.	Means of Transfer				Destination	Records received by
			Electronically via Moveit	Electronically via CPOMs	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Head.

#### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the Designated Safeguarding Lead;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

#### **Role of School Personnel**

School personnel will:

- be aware of the risks to children of online activity from terrorist and extremist groups;
- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- teach SMSC;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies;
- be asked to report any of the following. Pupils:

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- having extremist political or religious views;
  - disclosing that they have been exposed to:
    - ❖ extremist views and materials
    - ❖ online extremist material
    - ❖ extremist social networking sites
  
  - being approached by known extremists in the local community;
  - voicing extremist views and opinions;
  - voicing anti-British values;
  - voicing anti-Western views;
  - in possession of extremist materials;
  - changing their style of dress or appearance;
  - behaving differently in school and at home;
  - attempting to impose extremist views on others;
  - committing prejudice-related attacks against others.
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- comply with all aspects of this policy;
  - be aware of all other linked policies;
  - maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
  - work hard to maintain a positive ethos;
  - work hard to maintain a safe and respected school environment;
  - show respect for all members of the school community;
  - develop positive working relationships with pupils, school personnel, parents and governors;
  - promote good behaviour;
  - work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
  - implement the school's equalities policy and schemes;
  - report and deal with all incidents of discrimination;
  - attend appropriate training sessions on equality;
  - report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will promote a positive image of the school and themselves by:

- being aware of and comply with this policy;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

## **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance



## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Safeguarding & Child Protection
  - Workshop to Raise Awareness of Prevent (WRAP)
  - Anti-bullying
  - Pupil Behaviour & Discipline
  - E-Safety
  - Internet Social Networking Websites
  - Promoting British Values
  - Involving Pupils in School Policies
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Training will be provided by an accredited trainer for the Headteacher and all members of the senior leadership team, the school bursar and the nominated governor that deals with:

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

## **Linked Policies**

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▪ Safeguarding and Child Protection	▪ Equality
▪ Anti-bullying	▪ Pupil Behaviour and Discipline
▪ Promoting British Values	▪ E-Safety
▪ Internet Social Networking Websites	▪ Involving Pupils in School Policies

<b>Headteacher:</b>	<i>E McEulagh</i>	<b>Date:</b>	November 2021
<b>Chair of Governing Body:</b>	<i>R Mellows</i>	<b>Date:</b>	November 2021

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**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
S.K.Pollard	Dec 2019	M.Henry	December 2019
E McCullagh	July 2020	R Mellows	July 2020

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**Policy Approval Form**

<b>Policy Title:</b>	Prevent					<b>Date when written:</b>	December 2019		
<b>Policy written by:</b>	S.K.Pollard				<b>New Policy</b> (✓ or x)	✓	<b>Revised Policy</b> (✓ or x)	✓	
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
	<input type="checkbox"/>	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Date when approved by Governors:</b>	8.12.19		<b>Date when presented to stakeholders:</b>	8.12.19		<b>Date when implemented:</b>	8.12.19		
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		
	✓ December 2019 ✓ July 2020			<input type="checkbox"/>			<input type="checkbox"/>		