



St Thomas of Canterbury Catholic Primary School

Where every child is special

PREVENT POLICY

Policy compiled by:

Head teacher

Responsible committee:

Full Governing Body

Last approved by Governing Body:

Autumn 2017

Review Date:

Autumn 2020

The
CHILD



Nothing but
the **CHILD**

OUR SHARED VISION

Every child at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

Every staff member at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.

Every Governor at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.

OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family.

We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.

We will encourage everyone to be the best that we can be.

OUR AIMS

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.



- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR GOLDEN RULE

We treat others as we would like to be treated

Introduction

Prevent is part of CONTEST, the Government's strategy to address terrorism. The main aim of Prevent is to stop people becoming terrorists or supporting terrorism. Prevent focuses on all forms of terrorist threats, eg international terrorism, far right extremists (among others).

The Government's Prevent strategy can be found at the following address: www.homeoffice.gov.uk

Three key themes

- Safeguarding vulnerable individuals through the provision of advice and support and intervention projects.
- Working closely with institutions such as Universities, Schools, Prisons, Health, Charities and faith establishments.
- Challenging terrorist ideology by working closely with other local and national agencies, partners and our communities

The Prevent Engagement Team of officers and police staff aim to encourage discussion ensuring that terrorism is prevented from taking root in our communities. They support the wider engagement activities already taking place in schools, places of worship and community groups.

Through this work they aim to strengthen communities in order to challenge the ideologies and messages of hate which lead to terrorism.

Principles

'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas...Schools should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues'

(HM Government Prevent Duty Guidance for England & Wales, 2015).

St Thomas of Canterbury Catholic Primary School we ensure that these principles are adhered to. The Headteacher monitors the school's work in this regard. What we do in school 'Safeguarding' pupils is our number one priority at this school. This document should be read in conjunction with our policies on 'Safeguarding' and 'Child Protection'.

Risk Assessment

We assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, by ensuring that all staff listen and look out for signs that this may be of concern. The Headteacher risk assesses all visiting speakers to ensure they are suitable and makes sure that a senior member of staff is always in attendance during these sessions should there be a need to intervene.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.



Extremism is defined as the holding of extreme political or religious views.

There are a number of 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 or 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
 - prejudice related ridicule or name calling
 - possession of prejudice-related materials
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

Training

At least one member of the Senior Leadership Team has been on training led by the Police and / or other appropriate agencies, and all staff receive annual in-house training on what to look and listen out for, and how to report any concerns.

Reporting

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/or to the DSL. They should then follow normal safeguarding procedures. Our protocols for reporting any concerns involve staff making a written record of the concern and passing this directly to the Headteacher; who will pass these concerns onto the PREVENT team for Surrey.

If the matter is urgent then Surrey Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at St Thomas of Canterbury Catholic Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See '*Dealing with referrals*').



We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

The Headteacher and Deputy Headteacher, Leader of Extended Schools and Home School Link Worker are all trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see 'Dealing with referrals').

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the SLT or the Headteacher.
- All incidents will be fully investigated and recorded and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding files maintained by the DSLs.
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Surrey Children's Services.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Surrey Police Counter Terrorism Unit (CTU).

Curriculum

We plan a series of age related assemblies throughout the year that cover the issues; along with less explicit curriculum coverage about tolerance, extremist views etc. through our RE and PSHE / Circle Time programmes.

We encourage Governors to spend time talking with pupils about 'staying safe' during their visits to school, which should then be reported to the full governing body meeting as part of our monitoring and evaluation process.



Visitors and the Use of School Premises

If any member of staff wishes to invite a visitor in the school, they must first gain approval from the Headteacher who will determine whether or not the visitor can enter school and whether or not they will be subject to Safeguarding Checks including DBS checks and photo identification.

Children are NEVER to be left unsupervised with external visitors, regardless of safeguarding check outcomes. Upon arriving at the school, all visitors including contractors, should read the child protection and safeguarding guidance for visitors and be made aware of who the DSLs are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the Police and terminate the contract.

Review and evaluation

This policy was reviewed following consultation with all staff and governors. It will be monitored regularly for effectiveness and updated in the light of experience on or before the Review Date as appropriate.

Reference Materials:

DfE The Prevent Duty Departmental advice for schools and childcare providers, June 2015

Inspecting Safeguarding in early years, education and skills settings, Ofsted June 2015

Keeping Children Safe in Education, July 2015

Working Together to Safeguard Children, March 2015