





# ANTI-RADICALISATION AND THE PREVENT DUTY POLICY

## ***St George's Mission Statement***

*Inspired by Gospel Values*

*And called to the fullness of life.*

*To learn and grow through faith, love, and laughter.*

*To be the best we can,*

*Showing Christ's love in all we do.*

<b>Date of policy</b>	<b>September 2022</b>
<b>Date of last review</b>	<b>September 2025</b>
<b>Reviewed by</b>	<b>Local Governing Committee</b>
<b>Date of next review</b>	<b>September 2026</b>

## **ANTI-RADICALISATION AND THE PREVENT DUTY POLICY**

**St George's Catholic Primary School** is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

At St George's Catholic Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, the Governors have taken account of the guidance from the 'Prevent Duty' document produced by the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism and radicalisation in their setting.

### **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...**

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We can also include in the definition of extremism calls for the death of members of our armed forces.'

#### **Radicalisation is...**

'The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.'

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.
- 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
- 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.
- Being short tempered or irritable with others.

Behaviours associated with mental health concerns, such as:

- Self-harm
- Depression
- Withdrawal
- Absence
- Tiredness
- Changing their style of dress or personal appearance to accord with the group.

The governors have a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

## **AIMS AND PRINCIPLES**

The main aims of this policy statement are to ensure 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:

- Pupils are encouraged to adopt and live out the Gospel Values. These underpin the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience are promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

### **Prevent Strategy**

- The Prevent strategy is the UK government's strategy for stopping individuals from becoming involved in terrorism.
- Prevent is part of the national counter-terrorism strategy and aims to stop people being drawn into or supporting terrorism. **The Prevent strategy has 3 main objectives:**
  1. **Respond** to the ideological challenge of terrorism and the threat we face from those who promote it.
  2. **Prevent** people from being drawn into terrorism and ensure they are given appropriate advice and support.
  3. **Work in partnership** where there are risks of radicalisation that we need to address.

### **The Law**

- From 1 July frontline workers in the UK have a legal duty to help prevent people being drawn into terrorism.
- This new legal duty is called the **Prevent Duty**.
- The Prevent Duty has been created to help frontline workers to report their concerns in order to reduce the threat.

### **Section 26 of the Counter Terrorism Act 2015 states that schools should pay:**

'Due regard to the need to prevent people from being drawn into terrorism.' **Schools are seen by the government as the front line in the prevention of extremism and children becoming radicalised.**

### **PROCEDURES FOR REFERRALS**

Although serious incidents involving radicalisation have not occurred at St George's's to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child

Protection/ Safeguarding Designated Lead). This policy is strictly adhered to should issues arise.

Prevent Lead at St George's Catholic Primary School is the Headteacher, Anne Bullerwell.

The designated person in a school will be responsible for following up concerns about extremism and radicalisation.

Minor concerns will be followed up by:

1. Schools Safeguarding Lead
2. Local Authority Prevent Coordinator
3. Local Safeguarding Children's Board

Any minor concerns will be handled sensitively and in confidence.

Serious concerns will be reported immediately to the relevant authorities:

- Police Non-Emergency – 101
- The UK anti-terrorist hotline – 0800 789 321
- The police emergency line – 999.

## **THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

## **RESPONDING TO LOCAL, NATIONAL AND INTERNATIONAL EVENTS**

As a school, we will endeavour to prepare our children as best as we can for tragic events similar to those of recent years. We will do this through our ongoing PSHE and SMSC Curriculum and RE Curriculum. If an event does occur, then this will be dealt with in an age-appropriate and sensitive way. Children will be given the opportunity to express their views, fears and concerns eg: through class discussions, class liturgies, class masses or during assembly.

When deciding on the appropriate response, the school will:

- Assess the demand for a response – does the demand stem from the pupils?
- Assess to what extent the children, families and wider school community are personally involved or affected by an issue.
- Assess if the issue/event is something the children should know about.

At all times and during all activities, teachers will distinguish between their role as private citizens and public educators. Teachers are forbidden by law from promoting partisan political views on the teaching of any subject in school. The Education Act 1996 requires school governing bodies, headteachers and local education authorities to take all reasonably practical steps to ensure that, where political or controversial issues such as the situation in Iraq are brought to pupil's attention, they are offered a balanced presentation of opposing views.

The school understands that in practice, this means:

- giving equal importance to conflicting views and opinions;
- presenting all information and opinion as open to interpretation, qualification and contradiction;
- establishing a classroom climate in which all pupils are free to express sincerely held views without fear.

And that it also means teachers seeking to avoid unintentional bias by:

- not presenting opinions as if they are facts;
- not setting themselves up as the sole authority on a subject;
- as far as possible, not giving their own accounts of the views of others, but, rather, letting the actual claims and assertions of protagonists speak for themselves; • not revealing their own preferences in unconscious ways, e.g., facial expressions, gestures or tone of voice;
- not implying a correct opinion through their choice of respondents in a discussion;
  - not failing to challenge a one-sided consensus that emerges too quickly in the classroom.

(For further guidance, please refer to the document 'Teaching about Controversial Issues: Guidance for Schools')

## **STAFF TRAINING**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

School staff and childcare providers will be made aware of and understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available online.

## **VISITORS AND THE USE OF SCHOOL PREMISES**

If any member of staff wishes to invite a visitor in the school, they must first make a request to the Head Teacher. Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks or photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will be informed of the child protection and safeguarding guidance and be made aware of who the Designated Leads 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 Antiradicalisation Policy, the school will contact the police and terminate the contract.

## **LINKS TO OTHER POLICIES**

This policy links to the following school policies;

- Child Protection and Safeguarding

- Equality
- Anti-bullying
- Behaviour for Learning
- Online Safety
- Safer Recruitment
- Code of Conduct
- Whistleblowing

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy
- Keeping Children Safe in Education
- Working Together to Safeguard Children