



St Nicholas CEVC Primary Prevent Duty Policy

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Statement of intent

St Nicholas CEVC Primary School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our children from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that children are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the radicalisation of children at our school. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Data Protection Act 2018
- The GDPR

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2020) 'Keeping children safe in education' (KCSIE)

This policy operates in conjunction with the following school policies and documents:

- Invacuation, Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Radicalisation Risk Assessment
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- Online Safety Policy
- Equality Information and Objectives Policy

2. Definitions

For the purpose of this policy:

Extremism – is defined as vocal or active opposition to fundamental British values.

Radicalisation – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

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.

Fundamental British values – are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

3. Roles and responsibilities

Our Head Teacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring children are taught about British values through the curriculum.
- Undertaking a risk assessment to determine whether children are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriately vetted prior to them having access to children.

Our DSL, and deputies, are responsible for:

- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support children at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support children at risk of being drawn into terrorism.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.

4. Safeguarding from extremism

Our school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

Our school has a dedicated DSL (Mrs Gooch- Head Teacher) and two Deputy DSLs (Mrs Edwards- Deputy Head Teacher and Mrs A Gates- SENDco) who deal with any incidents of extremism and or terrorism within our school community.

As is the school's responsibility under law, we will do our utmost to safeguard our children from being drawn into extremism and terrorism.

Our school has strong relationships with our LA safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

Our school encourages any child, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

- Children becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of children becoming radicalised or involved in extremism.
- Children or their families planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable children into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to children.

All materials handed out to children by visitors and speakers, will be checked by the Head Teacher.

5. 'Channel' and 'Prevent'

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

As a school, we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying children:

- Displaying feelings of grievance and injustice.
- Feeling under threat.

- Searching for identity, meaning and belonging.
- Who have a desire for status amongst their peers.
- Who have a desire for excitement and adventure.
- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to opportunistic involvement.
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

6. Preventing radicalisation

Our school will assess the risk of children being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Our school will always take allegations and concerns of radicalisation and/or terrorism seriously.

Our school will help children channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – our school will ensure that British values are promoted regularly to encourage children to develop an appreciation of society.

Our school will work with local religious and cultural organisations to instil a strong sense of identity in our children, as well as a clear place and purpose within the school.

Our school recognises that children's parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

Our school will establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy.

In accordance with KCSIE and our Child Protection and Safeguarding Policy, children will be taught about the importance of staying safe online through PSHRE lessons.

As a church school, we are stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

Our school will acknowledge different religious and cultural festivals across the year, giving children the opportunity to take part.

Our school will monitor and assess incidents which suggest children are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

Where a child has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

7. Making a judgement

Although extremist behaviour can be presented in many forms, our school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by children – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the child
- References to an extremist narrative in children's work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress

- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a child is at risk of radicalisation, staff will ask themselves the following questions:

- Does the child have access to extremist influences through the internet?
- Does the child possess or actively seek extremist material?
- Does the child sympathise or support extremist groups or behaviour in their speech or written work?
- Does the child's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the child previously been a victim of a race hate or religious crime?
- Has the child experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the child display an irregular and distorted view of religion or politics?
- Does the child display a strong objection towards specific cultures, faiths or race?
- Is the child a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the child's family?
- Has the child witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child a victim of social isolation?
- Does the child have insecure, conflicted or absent family relationships?

Critical indicators include where a child 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.

The DSL, and deputies, will undergo annual Prevent awareness training in order to provide advice and support to staff on protecting children from the risk of radicalisation.

Staff and Governors will undergo regular Prevent awareness training in order to ensure that they are up-to-date to recognise indicators of radicalisation.

Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

Our school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

8. Community links

Our school will operate an open-door policy for community members to report concerns.

Our school will open our doors to the community for festivals, religious and other events.

Our school will select a range of charities to support across the year which represent our school community, including local community groups.

9. Making a referral

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

Parents will be contacted to discuss the issue and investigate any mitigating home circumstances, unless doing so would put the child at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.

In most cases, the DSL or deputies will refer case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

Staff members will be informed that they may be asked to attend a Channel panel to discuss the child who has been referred to determine whether support is required.

Our LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

Our DSL or deputies will follow up any referrals and the child will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the child at further risk of harm.

If any concerns are raised, the DSL or deputies 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 GDPR, as outlined in the Data Protection Policy.

10. Promoting fundamental British values

Through the curriculum, our school will:

- Teach our children a broad and balanced international history.
- Represent the cultures of all of our children across the subject.
- Commemorate World War 1 and 2.

Through our social, moral, spiritual and cultural programme, our school will:

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable children to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of, and respect for, their own and other cultures and faiths.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our school will do this, in an age appropriate way, by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all children within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the children.
- Using a voting system for Good citizens that reflects the voting system of our country.
- Using teaching resources from a wide variety of sources to help children understand a range of faiths.

11. Monitoring and review

This policy is reviewed annually by the DSL, deputies, Governors and Head Teacher.

The next scheduled review date for this policy is March 2026.