

# **St Katherine's C of E Primary School**



## **PREVENT Policy, Action Plan and Risk Assessment February 2024**

# **PREVENT Policy, Action Plan and Risk Assessment** **February 2024**

***'Love your neighbour as yourself' (Gospel of Mark Chapter 12 verse 31)***

## **ETHOS STATEMENT**

It is the aim of the Governing Body of St Katherine's CE Primary School to develop policies and procedures which support the school's vision of:

*'Love your neighbour as yourself' (Gospel of Mark Chapter 12 verse 31)*

## **INTRODUCTION**

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation.

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology, which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), St Katherine's CE Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the Internet, from an early age. Early intervention is a preferable way of tackling extremism.

## **PREVENT**

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent Strategy focused on three key areas, which are to:

- Respond to the ideological challenge of terrorism and the threat from those who promote it

- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and childcare providers on preventing children and young people from being drawn into terrorism

## **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 increased 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 extremist cause
- Attempts to recruit others to the group/cause
- Communication with others that suggest 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
  - Proactive 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

## **AIMS**

At St Katherine's CE Primary School we:

- Raise awareness within school of the threat from violent extremist groups and the risks for young people

- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice
- Ensure that school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Help staff understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism, and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community
- Ensure staff have regular training and updates to help them identify pupils at risk, challenge extremist ideas, and respond appropriately to concerns.

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting British Values through the curriculum
- Promoting pupil wellbeing, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school
- Ensuring diversity is celebrated and difference valued
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, through establishing appropriate levels of filtering

If you or anyone else is in immediate danger, you must contact the police by calling 999. You can report suspected terrorism online or contact the confidential Anti-Terrorism hotline on 0800 789 321.

If a setting has concerns about radicalisation or extremism, or if they feel a child is at risk of (or subject to) harm because of these issues, they should contact the [Children and Families Hub](#) in the first instance – as for any other safeguarding concern.

If the Children and Families Hub feel there is a Prevent issue, they will signpost the setting to the Essex Police Prevent Team to seek advice and guidance. This team may then advise the setting to make a PREVENT referral using this [referral form](#).

Settings are also able to discuss Prevent concerns with the Essex Police Prevent team: telephone 01245 452 196 / email [prevent@essex.police.uk](mailto:prevent@essex.police.uk).

Individuals who have been referred to PREVENT may be considered at a Channel Panel meeting where the panel will decide whether to adopt the case. For support completing a PREVENT referral form, the DfE have produced guidance on [Making a referral to Prevent](#).

Support materials are available from:

<https://educateagainsthate.com/>

<https://www.nspcc.org.uk/what-we-do/news-opinion/supporting-children-worried-about-terrorism/>

<https://www.lqfl.net/online-safety/resource-centre>

Further information

- [Prevent duty guidance](#)
- [Counter-Extremism Strategy](#)

Useful links

- [Lets Talk About It – Working together to prevent terrorism](#)

**Date:** January 2024

**Review date:** January 2025

**Responsible Person:** Headteacher, Deputy Headteacher and Chair of Governors

### 1. Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		Anne-Marie Taylor – DSL
The strategic Prevent Lead understand the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		Policy adheres to Essex Policy and procedures
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		HT / DSL attend Prevent updates and briefings
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school		Information on school website and included in annual safeguarding training for all staff

### 2. Staff and the Governing Body have been appropriate trained according to their role

Evidence	Colour code	Action, when and responsibility
All staff and Governors know how the Prevent Lead is in school		Named in policy
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		Regular updates / in house training
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		PREVENT policy / PREVENT information on website
Staff are confident and able to provide appropriate challenge to pupils, parents or Governors if opinions are expressed that are contrary to fundamental British Values and the promotion of community cohesion; they know how to go to and how to report concerns		All staff have received training and know who the PREVENT lead is in school
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate		Training through LA / online materials and in house CPD refreshers

### 3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Evidence	Colour code	Action, when and responsibility
An appropriate internal PREVENT referral process has been developed		All referrals given to PREVENT lead / SLT following LA and school safeguarding procedures
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		DSL aware of referral process and Prevent contact in Essex

Evidence of notification reports and/or referrals exists in school		All referrals to be logged on CPOMs
Prevent notifications or referrals are managed or overseen by designated staff, e.g. the Prevent Lead		All notifications passed to DSL / SLT
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future actions		Case reviews – CPOM monitoring DSL briefings
<b>4. A broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion</b>		
<b>Evidence</b>	<b>Colour code</b>	<b>Action, when and responsibility</b>
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		E-safety Pastoral PSHE SoW British Values work
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		SLT/PSHE lead and Curriculum leads ensure this is included across the curriculum
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21 <sup>st</sup> Century and the consequences of these		Through a broad and balanced curriculum
Resources, displays and literature provide balanced information, advice and alternative views for pupils		British Values display in corridor. British Value focus through class worship – Picture News / focus weeks / assemblies and PSHE lessons
The school provides opportunities to explore fundamental British values, equality, difference, faith and beliefs, through the curriculum, collective worship and interaction with the wider community		Celebration days, assemblies, focus weeks. Outside speakers / visits used to enhance the curriculum. Community events held throughout the year
Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British Values) by all staff and is addressed as suggested in the 2014 SMSC guidance		Through staff training and development of RSE curriculum

No	Area	Details	Existing ways to reduce and manage risk	Further actions/comments
1	Leadership	<ul style="list-style-type: none"> <li>Main point of contact for Prevent queries / referrals are: Anne-Marie Taylor DSL Paula Everest DDSL Caroline Brown DDSL</li> <li>Ensure leaders are aware of statutory Prevent duty</li> <li>Leaders keep abreast of Counter-Terrorism Local Profile updates</li> <li>Leaders are aware of local and relevant Prevent risk updates</li> </ul>	<ul style="list-style-type: none"> <li>Anne-Marie Taylor (DSL) is listed in the school's Prevent policy and procedure for Prevent queries / referrals. This is included as a standing update in all safeguarding refresher meetings / training</li> <li>Prevent duty is included in annual Safeguarding training and updates are given throughout the year in CPD starters</li> <li>Leaders keep abreast of Prevent via LA and DfE communications which are shared with all staff</li> </ul>	<ul style="list-style-type: none"> <li>Are all staff (including non-teaching) aware of who to address initial concerns to? <ul style="list-style-type: none"> <li>Continue to deliver staff training and updates</li> </ul> </li> <li>Identify main risks in your area (e.g. Britain First, ALM, Daesh/ISIS) this can include; Online Content/Extremism, mixed ideology and no ideology present; but risk relating to vulnerabilities)</li> </ul> <p> XRW – Extreme Right Wing  FR – Far Right  ISL – Islamist  XLW – Left Wing  MAR – Militant Animal Rights  NIR – Northern Ireland Related </p> <p> Essex priorities are:  -Mixed, unclear / unstable ideologies  -FR </p>
2	Partnership	<ul style="list-style-type: none"> <li>Essex Safeguarding Children's Board (ESCB)</li> <li>Local Authority (LA) Prevent team</li> <li>Use of the Multi-Agency Referral Form (MARF) for submitting referrals</li> </ul>	<ul style="list-style-type: none"> <li>DSL/s attend ESCB/MASH meetings/conference where possible <ul style="list-style-type: none"> <li>Maintain contact with Essex Prevent team</li> <li>Links with local PCSO</li> <li>Log MARF on CPOMs</li> </ul> </li> </ul>	DSL to attend Counter Terrorism Local Profile (CTLP) meetings and feedback information where appropriate (usually shared in termly LA safeguarding briefings)



3	Staff training	<ul style="list-style-type: none"> <li>• Engaging and information online training available through the home office</li> <li>• WRAP (or similar) training</li> <li>• Staff are confident about how to refer a concern and who to</li> <li>• Staff have increased knowledge in identifying genuine Prevent concerns</li> <li>• Consider including others in staff training, such as Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Raises awareness to general risks and historic cases</li> <li>• DSL attend specialist Prevent training / updates</li> <li>• Prevent training delivered (DfE)</li> <li>• Share names and contact details of safeguarding staff to all new starters at induction</li> <li>• Bespoke training available for DSLs through LA</li> </ul>	<a href="http://www.elearning.prevent.homeoffice.gov.uk">www.elearning.prevent.homeoffice.gov.uk</a> <ul style="list-style-type: none"> <li>• Prevent training for staff will be reviewed and updated every 12 months including online training where appropriate</li> <li>• DSL will attend Prevent updates via Safeguarding forums</li> </ul>
4	IT/Online safety	<ul style="list-style-type: none"> <li>• Systems for logging-in to PCs</li> <li>• Classroom use of internet for learning</li> <li>• Lunchtime/breaktime clubs using IT facilities</li> <li>• IT policies</li> <li>• Children safe from terrorist and extremist material when accessing the internet in school/home tuition, including appropriate levels of filtering</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have individual log-ins</li> <li>• Monitored by teachers and support staff, through physical observation and report checking / appropriate filtering</li> <li>• Supervised by staff at all times</li> <li>• Systems in place for internet controls and filtering</li> <li>• All staff stay up to date with changes/improvements</li> </ul>	<a href="https://www.saferinternet.org.uk">https://www.saferinternet.org.uk</a> <ul style="list-style-type: none"> <li>• Online safety taught to children in age-appropriate ways</li> <li>• Searches and sites blocked. Violent, Terrorist and Extremist content and search entries flagged including wording</li> </ul>

			<p>in this area and review where necessary</p> <ul style="list-style-type: none"> <li>• Contact with parents/awareness sessions</li> </ul>	
5	Curriculum	<ul style="list-style-type: none"> <li>• Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent is approached through PSHE as a safeguarding issue, for example:</li> <li>• Links to teaching fundamental British Values and Human Rights</li> <li>• A robust RE curriculum provides a safe space for discussing different opinions and beliefs in a respectful manner</li> <li>• Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals is key. At St Katherine's we teach our children the three core rules which support our School Vision and underpin our Behaviour Blueprint</li> </ul>	<ul style="list-style-type: none"> <li>• British Values taught through PSHE / assemblies, celebration days</li> <li>• British Values display in entrance hall</li> <li>• Prevent awareness incorporated into enrichment activities where appropriate</li> </ul>
6	External speakers	<ul style="list-style-type: none"> <li>• Outside visitors / speakers</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>	<ul style="list-style-type: none"> <li>• Essex contact / Children and Families Hub can act as a central</li> </ul>

		<ul style="list-style-type: none"> <li>• External providers, e.g. theatre companies, workshop, museum education officers etc</li> <li>• Bookings and lettings</li> </ul>	<ul style="list-style-type: none"> <li>• External speakers can be very inspiring and motivating – ensure the content of their session has been approved by school leaders or other appropriate staff in advance and background checks are in place</li> <li>• Lettings Policy in place, including safeguarding expectations</li> </ul>	contact point for discussion re. external groups
--	--	--	--	--