



Singleton Church of England Primary School **PREVENT**



“Passion for learningPassion for life”

Vision

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love , trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

School lead for this policy:	Kate James
Committee with oversight for this policy -	Governance Committee
Policy to be approved by the Governance Committee	September 2023
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Ratified at the SHE Meeting	
Chair:	Keith Walker

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as the Prevent duty, forming part of the school’s wider safeguarding obligations.

Statement of Intent

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate to ensure awareness of local & national incidents that may heighten the activity of extreme groups or cause increased curiosity of children.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

1. Definitions

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

2. Training

The DSL and PREVENT Lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation and ensure that all staff and governors have received appropriate and up-to date training. In our school the PREVENT lead ensures that all staff and governors update their training regularly using online courses.

The latest training round took place during the summer term 2023 and is refreshed every 2 years (sooner if required)

3. Risk Indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group

- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities with which they previously engaged
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups

4. Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- 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 the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the 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

5. Referrals

At Singleton C of E Primary School, we are committed to protecting our pupils from radicalisation through a process of early intervention.

All members of staff are encouraged to raise any concerns they might have about a child with one of the Designated Safeguarding Leads. The DSL will then assess the situation and decide whether further action is required. If so, they will then decide the best course of action regarding a referral to external agencies.

Any decisions will be made on a case-by-case basis and members of staff must be made aware that if they disagree with a decision not to refer, they are **entitled** to make a referral themselves where they harbour genuine concerns that a child is at risk. Staff will complete our usual in-house Child protection form for any referrals.

6. Preventing Radicalisation Through Learning

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, Singleton C of E Primary School is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences.

We actively promote Gospel values of love, respect, tolerance and celebration of differences – that God made us all different and we celebrate this. We also make our children aware of the respected values in British society, 'British Values.' This message is promoted through: RE and our high quality SMSC (Spiritual, Moral, Social and Cultural) education provision that is threaded through our curriculum. We plan our Cultural Capital, curriculum enrichment and our trips to encompass both our faith and our British Values.

We teach life skills, Growth Mindset and have a weekly liturgy based on Gospel values. We celebrate Christian Values and British Values, and regularly organise specific planned activities to promote these values. See appendix for other possible exercises that may be undertaken

Outcome:

We believe that through vigilance and staff awareness, we should do our very best to safeguard our children from extremism and radicalisation. Although this risk is very rare, we aim to ensure that staff are aware of risk factors and signs to look out for and we will act accordingly to this policy and the referral process to support any child in our care.

Appendix One

Exercise 1: Similarities and Differences

This exercise can be carried out in a classroom environment where children are instructed to walk carefully; otherwise, it is appropriate during a physical education or outdoor lesson where children can be encouraged to run to the various stations.

Two or three stations should be clearly marked and all children should stand in a central group. Options should then be called out enabling children to move to the different stations based on similarities. For example, children can be told to move to station one if they have blue eyes, station two if they have green eyes and station three if they have brown eyes. Care should be taken to ensure that no children are left out or repeatedly isolated, and a range of trivial and more meaningful categories should be called. The purpose of the exercise is to reinforce the wide range of similarities different groups have, some of which are important to people's sense of identity and some of which are not.

Examples of different categories could include:

- Everyone with a brother
- Everyone with a sister
- Everyone who enjoys eating sweets
- Everyone whose family celebrates a religious day
- Everyone who can speak more than one language
- Everyone wearing shoes
- Everyone whose family attends a place of worship

The different groupings should be discussed at the end of the lesson with a focus on the fact that all people have similarities and differences and that it is a positive thing that we are all unique.

Exercise 2: Similarities and Differences

Children should move into pairs and then be asked to identify two visible and two 'secret' things that they have in common with their partner.

Examples of visible things they have in common could be that they both have two hands, blue eyes, are wearing a school uniform, have their hair in a ponytail, etc.

Examples of 'secret' things they have in common might include the fact that they both have a sister, enjoy reading, like pets, ate cereal for breakfast, etc.

Wider discussion should then be opened with the class. Children should be asked whether they were surprised by the things they had in common with each other, what makes people similar, what makes people different and why it's important that we are kind and respectful of people's similarities and differences.

Exercise 3: Communities

This exercise should focus on the different communities in the classroom. A map of the local area should be used to mark important places which children in the class attend, for example, religious buildings, the park, the school, etc.

The class should then discuss why different areas are important to different people. A world map should also be used for children to point out where they were born, where they have been on holiday, where their mothers/fathers/grandparents/cousins are from, what countries are important to them and why. A discussion should then be opened about how people from different places are similar to one another and how they are different. As always, a focus on the importance of being kind and respectful of other's differences and similarities should be reinforced

Appendix Two - The Local Authority

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our school has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our school is committed to:

- establishing a single point of contact in terms of safeguarding
- assessing risk of students being drawn into terrorism
- developing an action plan to reduce the risk
- training staff to recognise radicalisation and extremism
- referring vulnerable people to Channel
- prohibiting extremist speakers and events
- managing access to extremist material- ICT filters
- being confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will, therefore, always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the school's safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or Governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns

- responding to any allegations appropriately in accordance with appropriate school policies and procedures

