

St Andrew's CE Primary School Prevent Policy



MISSION STATEMENT

Growing in Faith, Hope and Love

We believe that St. Andrew's C.E. Primary School exists to provide life's main opportunities for our children guided by and learning from the example and teaching of Jesus Christ.

These opportunities come from an ethos and curriculum that provide maximum learning experiences for each individual child, no matter what their particular learning abilities may be.

We will aspire to a curriculum which results in the enjoyment of learning, children who feel good about themselves and in which everyone can be good at something. We will encourage pupils to show tolerance and respect for each other, set themselves high standards, to take pride in their work and do their best.

We will provide curriculum enrichment activities including first hand experiences, creative opportunities, visits and visitors.

We will offer every child the chance to achieve as much as they are able.

We will achieve high standards for all children, giving them secure foundations for future learning and success in life.

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Introduction.

The Education Act 2002 section 175 imposes a duty on schools and states that:

"The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."

Safeguarding is not just about Child Protection but also about making sure children are safe from accidental injury, crime and anti-social behaviour. It should also ensure that all children feel safe and have safe places to live.

Statutory guidance on safeguarding children came into effect in January 2007 and was updated in 2014. For access to "Keeping Children Safe in Education" (DfE 2023) see website details in Safeguarding Policy. It defines schools' duty to safeguard and promote the welfare of children as:

- Protecting them from maltreatment
- Preventing impairment of their health or development
- Ensuring that they are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable them to have optimum life chances and to enter adulthood successfully

Schools should give effect to their duty to safeguard and promote the welfare of their pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying where there are child welfare concerns and taking action.
3. Developing children's understanding, awareness and resilience through the curriculum.
4. Adopting safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children.

For schools, safeguarding children's welfare therefore covers more than the contribution made to child protection in relation to individual children. It also encompasses matters such as pupil health and safety and bullying, racist abuse (about which there are specific statutory requirements), together with a range of other issues, for example, arrangements for meeting the medical needs of children with medical conditions, providing first aid, school security, extremism, drugs and substance misuse, etc. about which the Secretary of State has issued guidance. Details of this school's policies in these areas are contained in other documents (See "Other Relevant Policies").

This policy applies primarily to 2 & 3 above and reflects current legislation, accepted best practice and complies with the government guidance. *Working together to Safeguard Children (March 2018)* & *Keeping Children Safe in Education (September 2023)*, non-statutory guidance "What to do if you're worried a child is being abused" & *Prevent Duty Guidance (2023)*

We recognise that St Andrew's plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of mutual protection. As a community we will work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

In an educational context Prevent is a safeguarding issue for schools aimed at supporting and protecting children and young people who are vulnerable and at risk of being radicalised. *Prevent* is about ensuring that they are diverted away before any crime is committed and described as a long-term solution to the current threat of extremism.

BACKGROUND

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 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**"). The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure **Channel Panels** are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. **Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.** The relevant provisions of the Act came into force on 12 April 2015.

AIMS

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of 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 children are safe from harm.

OBJECTIVES

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

- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- School will deliver whole school staff and governor training.
- To embed the Prevent agenda through the curriculum in PSHCE
- To refer any child/ren at risk of being radicalised or extremism through the Local Authority Referral and Intervention processes ([CHANNEL](#)).
- The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request.

DEFINITIONS

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

Extremism: We have adopted the 2011 Prevent Strategy definition as 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 also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

British Values: include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

CURRICULUM

At St Andrew's we are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our children to be inquisitive learners, open to new experiences and tolerant of others.

Throughout our curriculum, pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHCE provision is embedded across the curriculum and supports our Mission and Vision Statements which underpin the ethos of the school.

Assemblies are used frequently as an opportunity to reinforce the values of tolerance and acceptance. We place a strong emphasis on establishing fundamental British values and common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

The internet provides children and young people with access to a wide-range of content, some of which could potentially be harmful. The filtering systems used in our school blocks inappropriate content, including extremist material, but pupils are regularly reminded to report any inappropriate material including any form of extremist material that may get through the school's filter so the matter can be addressed.

SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk; they must take action when they observe behaviour of concern.

There are a number of signs that together increase the risk.

These include:

- Continual refusal to conform
- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

PROCEDURE FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at St Andrew's School to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here' and to refer any concerns to the Designated Safeguarding Staff (Mr Charnock, Mr Shawcross) Mr S. Charnock would be initial SPOC. The school has an internal referral process whereby staff can flag up any concerns they may have around radicalisation and extremism concerning any pupil, at school, home or within the local environment. After initial discussion with a member of the Safeguarding Team, an R & E Concern form should be completed. Further advice may be sought from the GMP Prevent Team. The Safeguarding Team member will complete a CHANNEL referral form and it will be sent to the panel at Greater Manchester Police. Staff need to 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 here.](#)

RISK ASSESSMENT

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that we understand these risks so that we can respond in an appropriate and proportionate way.

STAFF TRAINING

Through INSET opportunities in school, we will ensure our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are aware of the process of radicalisation and how this might be identified early on. All Staff updated awareness in September 2023 via the online CPD as well as Internet Safety Awareness CPD in January 2024.

SAFER RECRUITMENT

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks on all employees, governors and regular volunteers.

VISITORS

All visitors are accommodated in line with the school policy. Contractors are required to sign documentation in advance of having access to school. LA contractors and placement students are vetted by the LA/providing institution.

Visiting speakers are required to work to a pre-agreed mandate and, if at any time, the supervising staff consider the input inappropriate they are to take immediate action.

OTHER RELEVANT POLICIES

This policy links to the following policies:

- Child protection
- Safeguarding
- E-safety
- Whistleblowing
- Single Equality
- Anti-bullying
- PSHCE
- Staff Code of Conduct

STATUTORY DUTIES

The duty to prevent children and young people radicalised is set out in the following documents:

- [Counter Terrorism and Security Act \(2015\)](#)
- [Keeping Children Safe in Education \(2024\)](#)
- [Prevent Duty Guidance \(2023\)](#)
- [Working Together to Safeguard Children \(2023\)](#)

NON-STATUTORY GUIDANCE

[Promoting fundamental British Values as part of SMSC in schools: Departmental advice for maintained schools](#) (DfE 2014)

[Prevent Duty guidance](#) . Departmental advice for schools and childcare providers (DfE Updated 2023)

Date first Implemented – September 2015

Date reviewed – March 2025

Next Review date – March 2026