



Saint GREGORY'S
Bath

Prevent Strategy

September 2015

In Christ We Flourish

Mission Statement

As a Catholic school, our inspiration is Jesus Christ. We therefore promote the dignity and well-being of every child and ensure that they flourish with us in a safe, happy and enriching environment. We believe that everyone is gifted and called by God to fulfil some definite service for the greater good of society. We will help our students to discover their vocation in life, to achieve their full potential and to use their gifts for the greater glory of God.

Background

From 1 July 2015, all schools were subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the Prevent duty.

The DFE guidance stresses that In order for schools to fulfil the Prevent duty, it is essential that **staff are able to identify students who may be vulnerable to radicalisation** (see: risk assessment), and know what to do when they are identified. Protecting our students from the risk of radicalisation should be seen as part of our wider safeguarding duties and is similar in nature to protecting our students from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can continue to build our students’ resilience to radicalisation by **promoting fundamental British values, inspired by Gospel values**, which will enable them to challenge extremist views and articulate a compelling counter-narrative based on the “culture of life” we find in the Gospels, not the “culture of death” offered by extremists.

The DFE advice further stresses that the Prevent duty is not intended to stop students debating controversial issues. On the contrary, schools are expected to provide a safe space in which students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

At St. Gregory’s, many of the key ethical and moral issues of the day are debated in Drama, English, Humanities and RE lessons, as well as in our PSHE programme. Drama, a key part of our school’s specialism, has developed a module on countering extremism. We have also developed a coherent programme of whole school assemblies over the year which includes the promotion of British values and the inspiration of the counter-narrative of Gospel values.

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Risk Assessment

The statutory guidance makes clear that schools are expected to assess the risk of students 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 our 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.

We should also be aware of the increased risk of online radicalisation, as terrorist groups such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help us understand the risks in our area.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. We must at all times use our professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

The steps towards radicalisation identified by the Channel General Awareness training are **engagement**, followed by **intent** and finally the **capability** to carry out acts which will harm others. Engagement factors are sometimes referred to as "psychological hooks". They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism.

They can include: • Feelings of grievance and injustice • Feeling under threat • A need for identity, meaning and belonging • A desire for status • A desire for excitement and adventure • A need to dominate and control others • Susceptibility to indoctrination • A desire for political or moral change • Opportunistic involvement • Family or friends involvement in extremism • Being at a transitional time of life • Being influenced or controlled by a group • Relevant mental health issues

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. **Intent factors** describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end. They can include: • Over-identification with a group or ideology • 'Them and Us' thinking • Dehumanisation of the enemy • Attitudes that justify offending • Harmful means to an end • Harmful objectives

Our **Designated Safeguarding Lead (Kevin McDermott)** undertook an initial risk assessment with our student support team in July 2015 and has updated our Register of Vulnerable Students accordingly. We regard the current risk of any of our students being radicalised as **LOW**, but we are not complacent and will continue to monitor the risk with vigilance.

As a Catholic school with two Muslim students on roll it is very important that we do not in any way isolate those students or make them uncomfortable, nor should we identify the Prevent Duty only with Islamic terrorism, since right wing ideology, radicalisation and acts of terror pose as much of a threat.

Making a referral

The Prevent duty does not require school staff to undertake investigations or unnecessary intrusion into family life but as with any other safeguarding risk, staff must take action when they observe behaviour of concern. We have clear procedures in place, following the principles set out in *Keeping children safe in education* (DFE, July 2015) and *What to do if you're worried a child is being abused* (DFE, March 2015) and explained in detail in our Child Protection policy (P: drive – safeguarding folder). If any member of staff has a concern they should make a referral to our Designated Safeguarding Lead who will then assess the risk and decide if a referral to our local Channel Police Practitioner is appropriate. However, as it states in *Keeping children safe* any member of staff can make a direct referral if they believe that their concerns have not been taken seriously or acted on adequately.

Visitors to the school

Our students benefit from a range of outside speakers and groups who contribute to the enrichment of our educational provision. We are committed to ensuring that our students are not exposed to extremist views or dangerous ideologies so every visitor or group who has a platform to speak to or perform in front of our students is carefully vetted. It is the responsibility of the member of staff who issues the invitation to any outside speaker or group to ensure that their values are not incompatible with ours and do not pose a risk of exposing our students to extremism. The staff responsible must then fill out a **Speakers' Clearance Form** which needs to be signed off by the Headteacher. The Designated Safer Recruitment Lead, working with our

Personnel Manager, will determine the level of clearance which is required of visitors. The weekly **Visitors' Briefing Sheet** will summarise all pre-planned visitors. No visitor will be allowed to speak to the students unless they have gone through this approval and checking process.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. The **B&NES Local Safeguarding Children Board (LSCB)** is responsible for co-ordinating what is done by local agencies and for the purposes of safeguarding and promoting the welfare of children in our local area. Our safeguarding arrangements already take into account the policies and procedures of the LSCB. For example, the LSCB publishes threshold guidance which our Designated Safeguarding Lead has regard to when a student might be referred for support.

[We are awaiting details of our LA's Channel Panel and Channel Police Practitioner]

Effective engagement with **parents/the family** is also identified by the DFE guidance as important since they are in a key position to spot signs of radicalisation. It is important that we assist and advise families who raise concerns and point them to the right support channels. Our student support teams and our Family Support Officer work very closely with our parents and families, a support which includes home visits. We have a Parents' Forum six times a year to which all parents are invited and at which any issues of interest or concern can be raised.

Staff Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Designated Safeguarding Lead provided staff with training in July 2015 with reminders of the duty and the signs to look out for to suggest that students were in danger of radicalisation.

The Headteacher, Designated Safeguarding Lead and Deputy and the Safer Recruitment Lead have all completed the **Channel General Awareness** training and the Safer Recruitment Lead has copies of the certificates.

At the beginning of each academic year, the Headteacher provides a safeguarding update for all staff. All members of staff are required to sign a Safeguarding Declaration to confirm they have read and will abide by *Keeping children safe in education* and *What to do if you're worried a child is being abused*, as well as the *Staff Code of Conduct*. New staff will receive Prevent training as part of their safeguarding induction from the DSL.

IT Policies

The statutory guidance makes clear the need for schools to ensure that students are safe from terrorist and extremist material when accessing the internet in schools. Through our partners in the South West Grid for Learning we are committed to ensuring that **suitable filtering is in place** and all students are aware of their responsibilities online and in school by signing the **Acceptable Use Policy** which is in the student planners.

More generally we are fully aware of our responsibility to equip students with the knowledge and skills they need to stay safe online, both in school and outside. **Internet safety** is embedded in our curriculum, especially our PSHE provision.

Building our students' resilience to radicalisation

At St. Gregory's the school culture we have developed over many years is one in which the dignity of each student as a person made in the image of God is a deeply embedded reality. Our commitment is that all our students flourish with us – spiritually, morally, socially and culturally – and develop the resilience and

knowledge to understand the risks, challenges and opportunities of life in modern Britain and the modern world. Our status as an international school with many active partnership programmes ensures that our students have frequent and respectful contact with other cultures, religions and traditions.

Our School Development Plan states that we are inspired by Gospel values and actively promote British values. We have mapped these values in our six Hallmarks (see: appendix) and each term one Hallmark is given particular prominence in our assembly and PSHE programme. As a specialist school of performing arts since 2002 (with Science since 2014) we have been committed to developing resilience, determination, self-esteem and confidence in our students in the context of Gospel values, which is their main defence against being drawn into ideologies of extremism which promote hatred and harm.

Summary of key action points in the Prevent strategy

Leaders promote and deepen a school culture in which all students flourish as well-rounded individuals who have the resilience and confidence of their values not to be drawn into extremism

Assemblies focus on Gospel values and British values in a coherent planned approach mapped in the Hallmarks

Senior leaders and support teams undertake regular risk assessments and update the register of vulnerable students

Senior leaders and student support teams work closely with parents to ensure they are supported in any concerns they have about their children's influences

Senior leaders ensure that staff training is up to date and relevant

SLICT (Strategic Leadership of IT Group) ensures that IT filters are maintained to protect students from online extremist influences

PSHE programmes for Years 7-13 are reviewed to ensure coverage of e-safety, British values and safeguarding updates

Drama, English, Humanities, and RE play a lead role in promoting SMSC/British values in the classroom and developing students' confidence to debate and explore controversial topics

Teachers in all lessons promote resilience, determination, self-esteem and confidence and explore the termly Hallmark as appropriate to their lesson content

Summary of responsibilities

Governing Body – to ensure that the Prevent strategy is monitored and evaluated in each Headteacher's Report in the context of the governors' wider safeguarding responsibilities

Headteacher – to ensure that the Prevent strategy is implemented and is supported by staff training

Designated Safeguarding Lead – to ensure that the Prevent strategy is implemented, risk assessments are undertaken regularly and any referrals to the local Channel practitioner are made in a timely manner

Designated Safer Recruitment Lead – to ensure that the Prevent strategy is implemented and that all visitors to the school have been appropriately checked before their arrival

All staff have a responsibility for safeguarding and for remaining vigilant for the signs of vulnerability to extremism or radicalisation in our students.

Appendix - The Hallmarks of an education at Saint Gregory's

Spiritual Life
 Vocation
 Community
 Respect
 Aspiration
 Global Awareness

Our commitment to the students and their parents/carers is that we will promote and develop an understanding of these hallmarks which will bear fruit in rounded young people who are inspired by Gospel values, committed to the promotion of British values, and have achieved the best possible educational outcomes in order to help them to prepare for life in modern Britain.

Each term we will focus on a particular hallmark and help our students to deepen their understanding of and commitment to the defining characteristics of the hallmark. Specific Gospel Values (GV) and British Values (BV) have been highlighted in the characteristics below.

Hallmark	Characterised by:
<p>SPIRITUAL LIFE</p> <p>A defining characteristic of the spiritual life in the Catholic tradition is a deep understanding of vocation</p>	<ul style="list-style-type: none"> • The promotion of the Gospel Values of Jesus Christ • The promotion of the Bishop of Clifton priorities to “deepen prayer, enable communion and strengthen mission” (GV) • The promotion of the “universal call to holiness” in ways accessible to young people (GV) • Liturgy and collective worship according to the norms and regulations of the Catholic Church • High quality assemblies involving students which have a prayerful and spiritual dimension • The opportunities for retreat experiences for students which deepen their spiritual lives • A consistent focus on the spiritual dimension of the curriculum, e.g. awe and wonder • Support for students on their spiritual journey, through their doubts and fears, joys and hopes • A deepening understanding of and respect for other faiths (BV) • An atmosphere of calm which promotes mindfulness, humility and gentleness (GV) • A consistent focus on the whole person
<p>VOCATION</p> <p>Becoming the person God wants you to be can only really happen in a community</p>	<ul style="list-style-type: none"> • A consistent focus on the question Pope Benedict asked the young people of Britain: “What kind of person would you really like to be?” • The promotion of an understanding of service and sacrifice (GV) • The promotion of faithfulness and integrity when making life choices (GV) • An understanding of the God-given free will and liberty which allows us to make choices (BV) • Celebration of the gifts and skills of the community • Rich opportunities to explore the possible pathways in life through careers and PSHE • A consistent invitation to be the best you can be • Promotion in assemblies and throughout the curriculum of inspiring lives and role models, from the lives of the saints and house patrons to the witness of modern men and women who have dedicated their lives to others • The development of a network of former students and inviting them back to tell their stories • The promotion of vocations to the priesthood and religious life

<p>COMMUNITY</p> <p>A community inspired by Gospel values which promotes British values will be characterised by respect</p>	<ul style="list-style-type: none"> • The consistent promotion of the dignity of every person in the school as a foundational value (GV) • A daily commitment from all members of the school to a tolerant and peaceful atmosphere (GV/BV) • The promotion of reconciliation in the community as a central part of the Gospel message (GV) • A commitment to an open and consultative ethos which recognises and respects the voice of students, staff and parents/carers (BV) • the active promotion of equality and diversity and addressing any evidence of discrimination (BV) • A daily focus on the safety of the community with good systems, practices and adult supervision • An invitation to participate in the life of the school community (BV) • The promotion of democratic values in the curriculum and in the processes by which student leaders are elected (BV) • A fair, clear and consistent behaviour policy which leads to a calm and happy environment and prepares students to respect the rule of law in Britain (BV) • A commitment to the common good of the wider community, especially through our charitable activities to support the vulnerable (GV/BV) • Fruitful relationships with our wider Catholic community, especially other schools and parishes • The development of a social and moral conscience guided by the social teaching of the Catholic Church (GV/BV)
<p>RESPECT</p> <p>A community which promotes the dignity of the whole person will have at its heart a culture of aspiration</p>	<ul style="list-style-type: none"> • The message that we are all made in the image of God and therefore deserving of respect (GV) • The fair and consistent promotion of the behaviour policy which arises from our values • The promotion in particular of self-respect with high standards of uniform and behaviour • The promotion of self-discipline and responsibility among the student body as part of their formation as young adults (BV) • The considerate way we speak to each other with courtesy, avoiding bad or hurtful language (GV) • Relentlessly tackling any bullying or racism which occur and positively promoting respect and tolerance (GV/BV) • Pride in our school, ourselves, our facilities and equipment • The promotion of positive, safe and respectful behaviour online (BV)
<p>ASPIRATION</p> <p>A Christian community which promotes aspiration will encourage mindfulness of the needs of the global community</p>	<ul style="list-style-type: none"> • High quality teaching which allows students to learn and aspire • High quality feedback to parents which allows them to be effective partners in the education of their children • A culture which challenges and supports all students to achieve beyond their expectations • A culture which promotes and encourages excellence in all things • A culture which develops resilience and ‘can do’ in the face of difficulty • A culture which values and celebrates the individual effort, not just the ‘winners’ • A learning culture which discourages fixed mind-sets in students and uses ‘not yet’ as a mantra of encouragement • A learning environment which supportively encourages deep learning and wisdom through questioning and mastery of the curriculum (GV) • The provision of a wide range of opportunities for enrichment and personal growth • The development of the life skills of literacy and numeracy as foundational for aspiration • The development of the wider ‘soft’ skills of team-working, problem-solving, flexibility, communication

	<ul style="list-style-type: none"> • an understanding of why we study each subject and why we should aspire to do our very best in each
<p>GLOBAL AWARENESS</p>	<ul style="list-style-type: none"> • An understanding of the place of Britain in the world today and our contribution to history and global development • A profound and respectful understanding of other cultures and traditions (GV/BV) • Projects which allow our students to meet and encounter young people from other countries and cultures • A prayer understanding of the world as God’s loving creation in which the Spirit of God is active • Celebration of the richness and wonder of God’s creation, the “playfulness” of God • The promotion of an awareness of the threats to the global environment and a proactive approach to working for a better future • The promotion of a Gospel awareness of the injustices in the world caused by “structural sin” and an active commitment to truth and justice (GV) • The promotion of charities and charitable work in school which is committed to providing all our brothers and sisters with a better more sustainable life (GV)

This strategy was approved by the full governing body on 8 September 2015