



Saint GREGORY'S
Bath

Prevent Duty Policy

Key Information

Title	Prevent Duty Policy	
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Statement of intent 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.

St Gregory's deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our students 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 the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

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

Legal framework

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

- The Counter-Terrorism and Security Act 2015
- The Childcare Act 2006
- The 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) 'Keeping Children Safe in Education'
- DfE (2018) 'Working Together to Safeguard Children'

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

- Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- E-safety Policy
- Equality Objectives

Definitions

For the purpose of this policy:

Extremism is defined as the holding of extreme political or religious views.

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

Fundamental British values are a set of expected standards by which people resident in the UK must live.

Roles and responsibilities

3.1 The Headteacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring students are taught about British values through the curriculum.

- Undertaking a risk assessment to determine whether students 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 students.
- 3.2 The DSL and any 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 students at risk of being drawn into terrorism.
 - Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.
- 3.3 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.

Safeguarding from extremism

- 4.1 The 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.
- 4.2 The school has a dedicated DSL who deals with any incidents of extremism and or terrorism within our school community.
- 4.3 As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.
- 4.4 The school has strong relationships with our local safeguarding partners and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- 4.5 The school encourages any student, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:
- Students becoming radicalised.
 - Groups, clubs or societies with extremist or radical views.
 - Friends and/or families of pupils becoming radicalised or involved in extremism.
 - Students planning to visit known areas of conflict.
 - Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

- 4.6 Visitors and speakers coming into the school will be vetted prior to them having access to students.
- 4.7 All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher.
- 4.8 Student-led groups, clubs and societies will be subject to **monthly** unannounced inspections by our DSL.

'Channel' and 'Prevent'

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

Preventing radicalisation

- 6.1 The school will assess the risk of students being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.
- 6.2 The school always takes allegations and concerns of radicalisation and/or terrorism seriously.
- 6.3 The school will help students channel their desire for excitement and adventure into suitable and healthy activities.
- 6.4 Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage students to develop an appreciation of society.

- 6.5 The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.
- 6.6 The school recognises that students' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.
- 6.7 The school will record all internet activity that takes place on site and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-safety Policy.
- 6.8 In accordance with Keeping Children Safe in Education and our Child Protection and Safeguarding Policy, students will be taught about the importance of staying safe online through PSHE lessons.
- 6.9 The school is 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.
- 6.10 The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.
- 6.11 The school will monitor and assess incidents which suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.
- 6.12 Where a student has been identified as at risk of radicalisation the school will take action proportionate to the incident or risk.

Making a judgement

- 7.1 Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:
 - Disclosure about extremist or radicalised behaviour by students – 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 Objectives.
 - Documented concerns raised by parents or family members about the changing behaviour of the student.
 - References to an extremist narrative in students' 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.

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

- Does the student have access to extremist influences through the internet?
- Does the student possess or actively seek extremist material?
- Does the student sympathise or support extremist groups or behaviour in their speech or written work?
- Does the student's demeanour suggest a new social, religious or political influence, eg, through jewellery or clothing?
- Has the student previously been a victim of a race hate or religious crime?
- Has the student experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the student display an irregular and distorted view of religion or politics?
- Does the student display a strong objection towards specific cultures, faiths or race?
- Is the student a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the student's family?
- Has the student 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 student travelled for extended periods of time to international locations?

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student display a lack of affinity or understanding for others?
- Is the student a victim of social isolation?
- Does the student have insecure, conflicted or absent family relationships?

7.3 Critical indicators include where a student 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.

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

7.5 Staff will undergo annual Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.

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

Community links

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

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

Making a referral

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

Parents will be contacted to discuss the issue and investigate whether there are any mitigating home circumstances, unless doing so would put the student 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 will refer the 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 student who has been referred to determine whether support is required.

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

The DSL will follow up any referrals and the student 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 student at further risk of harm.

If any concerns are raised the DSL 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.

Promoting fundamental British values

Through the national curriculum, the school will:

- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

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

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students 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 students 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 students to acquire an appreciation of, and respect for, their own and other cultures.
- 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.

The school will do this 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 students 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 students.
- Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.

- Offering a debate club to provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

Policy review

This policy is reviewed annually by the DSL and the Headteacher.

The scheduled review date for this policy is January 2021.

Appendix

The 5 Core Principles of Lasallian Education and their application

Our commitment to the students and their parents/carers is that we will promote and develop an understanding of these principles 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.

Lasallian Principle	Application
<p>Faith in the Presence of God</p>	<p>As a Lasallian school we seek to nurture belief in the living presence of God in our world. Such a culture should be life affirming, one in which students are aware of their relationship with a caring and loving God and to see the world through the “eyes of faith.” This core principle is reflected through this Lasallian expression of faith, “Let us remember that we are in the Holy Presence of God.”</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” and to support the Bishop’s vision ‘where everyone is welcomed and valued, and all have a sense of responsibility for the life of the community and the world’. • 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. • An atmosphere of calm which promotes mindfulness, humility and gentleness. • A consistent focus on the whole person.
<p>Concern for the Poor and Social Justice</p>	<p>As a Lasallian school we invite all members to an awareness of the poor and victims of injustice and respond to their needs through programmes of community service, advocacy, and justice education. This core principle is expressed through the Lasallian ideal, “Enter to Learn, Leave to Serve.”</p> <ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> • 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) • An understanding of the place of Britain in the world today and our contribution to history and global development • A commitment to the common good of the wider community, especially through our charitable activities to support the vulnerable • 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 • 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 • The consistent promotion of the dignity of every person in the school as a foundational value • A daily commitment from all members of the school to a tolerant and peaceful atmosphere • The promotion of reconciliation in the community as a central part of the Gospel message
<p>Respect for all persons</p>	<p>As a Lasallian school we make a concerted effort to respect the dignity of all persons. Respect-filled and respect–full relationships are at the heart of Lasallian education and are a key expression of the acknowledgement of each other’s identity as children of God.</p> <p>This core principle is reflected through the Lasallian expression of faith, “Live Jesus in our hearts...Forever.”</p> <ul style="list-style-type: none"> • The message that we are all made in the image of God and therefore deserving of respect is communicated regularly • The fair and consistent promotion of the behaviour policy which arises from our values by all • The promotion in particular of self-respect with high standards of uniform and behaviour by all adults in the community • The promotion of self-discipline and responsibility among the student body as part of their formation as young adults by all adults in the school • The considerate way we speak to each other with courtesy, avoiding bad or hurtful language to be central to all relationships and communication within the school • Relentlessly tackling any bullying or racism which occurs and positively promoting respect and tolerance • Pride in our school, ourselves, our facilities and equipment to be foundational for all members of the community • The promotion of positive, safe and respectful behaviour online by all adults in the school • The promotion of democratic values in the curriculum and in the processes by which student leaders are elected through elections and student senate

	<ul style="list-style-type: none"> • A commitment to an open and consultative ethos which recognises and respects the voice of students, staff and parents/carers • the active promotion of equality and diversity and addressing any evidence of discrimination • A daily focus on the safety of the community with good systems, practices and adult supervision
<p>Quality Education</p>	<p>As a Lasallian community we aim to provide an education that prepares students not only for college and career but also for life. This education advances the students' abilities to use their talents to critically examine the world in light of the message of the Gospels and to take greater responsibility for their own education. This core principle is expressed through the Lasallian ideal: "Teaching Minds and Touching Hearts."</p> <ul style="list-style-type: none"> • High quality teaching which enables 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 • 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 • an understanding of why we study each subject and why we should aspire to do our very best in each
<p>Inclusive Community</p>	<p>As a Lasallian community we aim to be a united community where diversity is respected, where no one is left out, and where everyone finds a place. Individuals within the school community recognise and accept another's strengths and limitations.</p> <p>This core principle is expressed through the Lasallian ideal, "The Lasallian Family."</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none">• 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.
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