

# St. Peter's R.C. Primary School

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Growing together in Christ.

"We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ."

## Prevent Policy

St Peter's RC Primary School gives priority to the welfare and safety of all its pupils and attempts to create an ethos in which pupils feel secure, valued, listened to and are taken seriously.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. '

Prevent is one of the four main strands of the Government's Counter-Terrorism Strategy. This policy should be read in conjunction with the School's Safeguarding Policy.

The Prevent strategy has three objectives which are followed in school.

Objective One: the ideological challenge

Objective Two: supporting vulnerable people

Objective Three: working with key sectors

### Objective One: the ideological challenge

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. Children and young people are vulnerable to exposure with regard to involvement with groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations.

The extremist ideology can be influenced by family members, friends, contact with extremist groups and organisations or, increasingly, through the internet. Extremist speakers may try to use schools to platform their extremist views to young people.

We need to check the credibility of speakers, their presentation and prohibit those who preach hate and extremism. This can put a child or young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

We need to create safe spaces to allow young people to discuss current affairs, politics and conflict in a controlled environment. Extremists try to accentuate division and difference. Education can equip young people with the knowledge, skills and reflex to think for themselves, to challenge

and debate; and giving young people the opportunity to learn about different cultures and faiths, and crucially, to gain an understanding of the values we share.

## **Objective Two: supporting vulnerable people**

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. It is important that awareness, sensitivity and expertise are developed to recognise signs and indications of radicalisation. Channel has been developed to support and protect vulnerable people from being drawn into terrorism.

Research shows that indicators of vulnerability can include:

- Identity Crisis – Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations – Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality – experiences of imprisonment; poor resettlement / reintegration; previous involvement with criminal groups

Potential indicators identified by the Channel Guidance include:

- Use of inappropriate language;
- Possessing or accessing violent extremist literature;
- Behaviour changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Articulating support for violent extremist causes or leaders;
- Using extremist views to explain personal disadvantage;
- Joining or seeking to join extremist organisations;
- Seeking to recruit others to an extremist ideology.

Channel is a national project covering all forms of violent extremism that has been put in place to safeguard individuals who may be vulnerable to radicalisation. The multi-agency approach to provide early intervention and support to people that are vulnerable and so they are not drawn into criminal activity.

## **Objective Three: working with key sectors**

In 2015 the Counter-Terrorism Bill became law which listed schools as one of the bodies that has a duty to prevent people from being drawn into terrorism. We need to constantly assess our staff awareness, use existing referral safeguarding structures and promote through the curriculum to our pupils.

### **Using the Curriculum to educate and challenge.**

- Within our Curriculum we look for areas to be developed to include Prevent.

- We offer a broad and balance curriculum that helps to protect students against extremism and promotes community cohesion.
- We will assess and research guest speakers and their presentations
- We will promote through spiritual, moral, social and cultural education
- We strive to develop critical thinking skills around the power of influence, particularly online and through social media
- We raise awareness of community cohesion to cover the damaging effects of extremism on community relations
- We promote debates to build up a pupil's confidence and ability to challenge in an appropriate manner

### **Supporting vulnerable people – recognising, understanding and referring**

- We ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.
- We have 2 Designated Officers in School who will deal with Prevent concerns raised by staff, Mrs O'Neill and Mrs Atherton.
- The Prevent referral process has been developed to follow existing practice for Safeguarding in school.
- Appropriate IT software is used in school to filter inappropriate content and to monitor internet searches.
- We have additional internal support options.
- Prevent procedures are used in conjunction with existing safeguarding policies
- Designated Officers will review, manage and oversee processes which include an audit trail for referrals.
- There are clear IT policies for pupils and staff which cover the use of Computers and E-safety.

### **Working with key sectors – school policies, staff training and responsibilities**

- We ensure all staff have clear understanding of safeguarding procedures and the schools referral structures
- All staff have received Prevent Training. Designated Officers have also received WRAP – Workshop to Raise Awareness of Prevent Training.
- Information is disseminated for staff to understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable
- Staff receive appropriate training from qualified sources. e.g. Police, Blackburn with Darwen,
- Senior Leadership Teams are aware of the Prevent Strategy, Channel Process and the Prevent Lead's role within the school
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- Additional training for Safeguarding will be undertaken when appropriate.

## Stages of Support/Interventions

### **SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN OR LINKED TO EXTREME VIOLENCE**

#### **Managing Risks**

- Channel Intervention / Support
- Intensive Family Support Programmes
- Family Therapy / Child and Adolescent
- Mental Health Service (CAMHS) programmes
- Youth Offending Team (YOT) /
- Inclusion Support Panel (YISP) programmes

### **Targeted Support for those at Risk**

#### **Pupil Support and Challenge**

- Channel Intervention / Support
- Individual Common Assessment Framework (CAF) action plan
- Youth Inclusion Support Panel (YISP) crime prevention programmes
- Support from school attached police officer/ prevent officer
- Formal behaviour support / anger management programmes

### **Universal Provision**

#### **The Curriculum**

- Work on anti-violence addressed throughout curriculum-
- Focussed educational programmes Citizenship programmes-
- Open discussions and debate

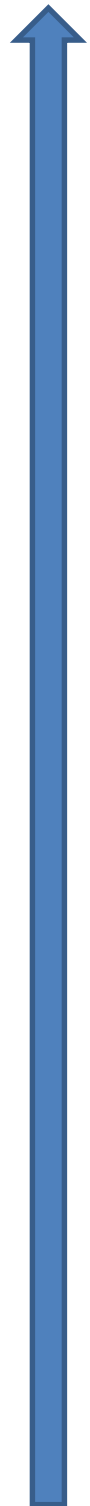
#### **The Extended Curriculum**

- Positive out of hours programmes
- Holiday programmes
- Increased adult support, supervision and encouragement, parenting programmes

#### **Teaching and Learning Styles and Pedagogy**

- Pastoral Support
- Attendance Support
- Behaviour support/ anger management work in school

High



Low

