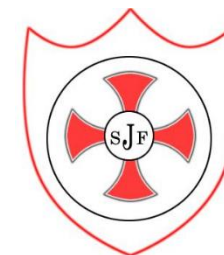


# St John Fisher Primary School – Prevent Action Plan

“Growing through God we Learn, Laugh and Love”



St John Fisher Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism

References: *Keeping Children safe in Education*: Information for all school and college staff DfE, September 2022

*The Prevent Duty*: Departmental advice for schools and childcare providers DfE, July 2015

Duty	What this means	Action	By whom	Evidenced
<b>Risk Assessment</b>				
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	All staff have read <i>Keeping Children Safe in Education</i> , September 2018 The Prevent Lead has informed staff of their duties as set out in <i>The Prevent Duty</i> (DfE, July 2015)	All staff  Prevent Lead/ND	All staff receive KCSIE and annual Prevent Training booklet as part of induction pack. There is an annual re-check for all staff. All Staff/governors invited to Prevent training on September 2022
	Staff can identify individual children who may be at risk of radicalisation and how to support them	The Prevent Lead has informed staff about signs and indicators of radicalisation	Prevent Lead/ND	September 2022
	There is a clear procedure in place for protecting children at risk of radicalisation	All staff have read the Safeguarding Policy, which includes a statement regarding the school’s “Prevent” duty.	All staff	Safeguarding training provided to all staff. See safeguarding file. Re-checked annually.

Duty	What this means	Action	By whom	Evidenced
		All staff understand how to record and report concerns regarding risk of radicalisation	All staff	Information shared as part of training on how to record concerns- see records also staff board
	The school has identified a Prevent lead	All staff know who the Prevent Lead is and that this person acts as a source of advice and support.	All staff	All staff aware that NH is Prevent Lead CPD/Staff meetings
Prohibit extremist speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	Request an outline of what the speaker intends to cover Research the person/organisation to establish whether they have demonstrated extreme views/actions Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. Provide justification for their decisions in writing.	Prevent Lead/ND	Clear procedures are in place for visiting speakers.  School has a no hiring policy
<b>Working in Partnership</b>				
The school is using existing local partnership arrangements in exercising its prevent duty	Staff record and report concerns in line with existing policies and procedures	All staff record and report concerns on the usual ‘logging concerns’ form	All staff	In place- see safeguarding policy/procedures file
	The Prevent Lead makes appropriate referrals to other agencies including the	Records of referrals are kept in the child’s CP file	Prevent Lead/ND	Prevent lead is aware of her role
Duty	What this means	Action	By whom	Evidenced
<b>Risk Assessment</b>				

	Multi-Agency Safeguarding Hub (MASH) and Channel Panel	Referrals are followed up appropriately.		and responsibilities
<b>Staff training</b>				
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	As a minimum the school should: Designated safeguarding Leads has undertaken Prevent Awareness Training along with the DHT and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.	Designated Safeguarding Leads/Prevent Leads-ND and CS	Annual Safeguarding Report to Governors
<b>IT Policies</b>				
Ensure that children are safe from terrorist and extremist material when accessing the internet in school	The school has policies in place which make reference to the "Prevent" duty.	E safety policy Acceptable use policy Anti-bullying policy	Prevent Lead/ND	Policies in place and reviewed annually.
	Children are taught about on-line safety with specific reference to the risk of radicalisation	The curriculum reflects this duty	Prevent Lead/ND	online safety curriculum includes radicalisation
<b>Building children's resilience to radicalisation</b>				
Ensure that pupils have a 'safe environment' in which to	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues Pupils are taught about the diverse national, regional and ethnic identities in	All staff	PSHE is planned and taught across the school - topics such as "how to stay safe" are

Duty	What this means	Action	By whom	Evidenced
<b>Risk Assessment</b>				
<p>discuss 'controversial issues'</p>		<p>the UK and the need for mutual respect Relevant staff are aware of the government guidance : <a href="https://www.gov.uk/government/news/guidance-on-promoting-britishvalues-in-schools-published/">https://www.gov.uk/government/news/guidance-on-promoting-britishvalues-in-schools-published/</a></p>	<p>All relevant staff</p>	<p>taught and in KS2 children are exposed to controversial issues in a sensitive and thoughtful way that is age appropriate - e.g. holocaust.</p> <p>St John Fishers statement on British values- on school website</p> <p>Quality Worship ensures that values are explicitly taught- schools core values.-See planning</p> <p>Minutes of Governors</p>

# Links to resources and support Prevent

## The Prevent Duty

Policies that **could** be updated to include reference to the Prevent Duty:

- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Spiritual, Moral, Social and Cultural Policy
- PSHE Policy
- Behaviour Policy
- SEND Policy
- LAC Policy
- eSafety Policy
- Acceptable Use of ICT Policy (Staff and Pupils)
- Staff Code of Conduct
- Safer Recruitment Policy

The guidance says that you don't need a separate Extremism and Radicalisation Policy, however, if you are in a higher risk area you may wish to do so.

It is also important that staff understand that the Prevent Duty applies to all schools whatever their demographic, and the risk of extremism from the Far Right is just as important.

## Prevent Training

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

A link to the prevent duty guidance is available at the end of this e-Learning.

This is introductory training. It will provide an important foundation on which to develop further knowledge around the risks of radicalisation and the role that you can play in supporting those at risk.

This training addresses all forms of terrorism and non-violent extremism, including far right wing and Islamist extremism threatening the UK.

This e-learning has been developed by HM Government following consultation with a range of individuals and organisations. It has benefitted from the feedback of teachers, local authority officials, community-based groups, youth workers and many others.

Links to further information can be found at the end of this training.

Responding to the Paris attacks - teaching resources from the Red Cross

<http://www.redcross.org.uk/What-we-do/Teaching-resources/Quick-activities/Paris-attacks>

<https://3diassociates.wordpress.com/2015/11/17/more-on-talking-with-children-about-paris-attacks/>

Helping Children Cope in Unsettling Times (Somerset County Council) (2010)

[https://slp.somerset.org.uk/sites/ess/ESS%20Documents/Helping\\_children\\_cope\\_in\\_unsettling\\_times\\_290910\[1\].doc](https://slp.somerset.org.uk/sites/ess/ESS%20Documents/Helping_children_cope_in_unsettling_times_290910[1].doc)

Websites I've reviewed and found to include useful information include:

Parent's Guide to Talking to Their Children about War (City of New York)

[http://www.nyc.gov/html/mancb7/html/resources/emergency\\_parents.shtml](http://www.nyc.gov/html/mancb7/html/resources/emergency_parents.shtml)

Tips for Parents on Media Coverage (National Child Traumatic Stress Network, USA)

[http://www.nctsn.org/sites/default/files/assets/pdfs/tips\\_for\\_parents\\_media\\_final.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/tips_for_parents_media_final.pdf)

Talking to Children about Terrorism and War (American Academy of Child and Adolescent Psychiatry)

[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Talking-To-Children-About-Terrorism-And-War-087.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Talking-To-Children-About-Terrorism-And-War-087.aspx)

### **Books to help children explore world issues**

After the Charlie Hebdo attack in January 2015, author Sita Brahmachari wrote in the Guardian about why it's more important than ever to write stories for children that explore our differences and common humanity. The article includes a diverse list of contemporary authors whose books have helped children and young people understand and empathise with some of the most complicated situations faced in the world today.

Books to breed tolerance (Guardian) (12th January 2015)

<http://www.theguardian.com/childrens-books-site/2015/jan/12/books-breed-tolerance-children-read-terrorist-attacks-paris>

Download the list of books as a .pdf

Books to breed tolerance: what children can read after the terrorist attacks in Paris

<http://www.safeguardingschools.co.uk/guardianbooks>

## **Developing children's understanding of values**

Two structured programmes to help school embed a strong ethos of respect and tolerance are the Rights Respecting Schools Award and Values-based Education. The details of both approaches are shared below and each has much to offer.

### **Unicef UK Rights Respecting Schools Award**

The Unicef UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's human rights in their ethos and culture. The award is based on principles of equality, dignity, respect, non-discrimination and participation. The initiative started in 2006 and schools involved in the Award have reported a positive impact on relationships and well-being, leading to better learning and behaviour, improved academic standards and less bullying.

Unicef UK Rights Respecting Schools Award

<http://www.unicef.org.uk/rights-respecting-schools/steps-to-award/get-started/>

### **Values-based Education**

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives.

The positive learning environment is achieved through the positive values modelled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time.

It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

Values-based Education

<http://www.valuesbasededucation.com/>

Neil Hawkes is the founder of Values-based Education

<http://www.neilhawkes.org/>