

**Policy:** Prevent Policy  
**SACC approval:** November 2024  
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**Review:** November 2027

## Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

### **Prevent Policy** **(Safeguarding against Extremism and Radicalisation)**

#### **SCHOOL VISION**

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."  
Ecclesiastes 3:12.*

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children

*'I know that there is nothing better for people than to be happy and to do good while they live.'*  
**Ecclesiastes 3:12**

## Introduction

Holy Trinity CE Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at this school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and the procedures, staff and visitors will contribute to Holy Trinity's delivery of the outcomes to all children, as set out in [section 10 \(2\) of the Children Act 2004](#). This Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at [section 175 of the Education Act 2002](#).

Our school's Prevent Policy also draws upon the following;

- [DfE Guidance](#)
- [Government Prevent Strategy 2011](#)
- [The Prevent Duty](#)
- [The Counter-Terrorism and Security Act 2015](#)

The Prevent Strategy aims to stop people becoming terrorists or support terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from threat of terrorism.

### The Prevent Strategy has three main objectives:

1. Respond to the **ideological challenge of terrorism** and the threat we face from those who promote it
2. **Prevent people from being drawn into terrorism** and ensure they are given appropriate advice and support
3. Work with **sectors and institutions** where there are risks of radicalisation which need to be addressed

*The Counter-Terrorism and Security Act 2015 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism."*

### School Ethos and Practice

When operating this policy Holy Trinity CE Primary School uses the following accepted Governmental definition of extremism which is:

*'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Education is a powerful weapon against extremism; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Holy Trinity CE Primary School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.

Furthermore at Holy Trinity CE Primary School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our Equality Policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or The Royal Borough of Windsor and Maidenhead Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation including contextual safeguarding concerns.

## Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance ['Teaching approaches that help build resilience to extremism among young people'](#) DfE 2011.

- We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.
- We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

In doing so we will apply key ingredients for success and methodologies following the three broad categories of:

- Making a connection with young people through good teaching and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes
- Directive PSHE sessions, P4C sessions and circle time
- Celebration of diversity

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring.

Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Holy Trinity CE Primary School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

### **Use of External Agencies and Speakers**

At Holy Trinity CE Primary School we encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will liaise with RBWM and other local and regional schools for Managing the Work of External Agencies.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk

themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

### **Whistleblowing**

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to whistle-blow or raise any issue in confidence.

The staff members will speak with the DSL in the first instance. In addition, the school member of staff will follow the school's Whistleblowing Policy.

### **Child Protection**

Please refer to our Safeguarding and Child Protection Policy for the full procedural framework on our Child Protection duties. Staff at Holy Trinity CE Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. These examples are for illustration and are not definitive or exhaustive therefore; all adults working in Holy Trinity CE Primary School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Leads.

In Holy Trinity CE Primary School our Child Protection reporting arrangements are set out fully in our Safeguarding and Child Protection Policy and are summarised here, as follows:

- To immediately discuss the concern with the DSL, even if suspected concerns are prevalent.
- Where the DSL or Deputy DSL is not available the incident must be reported to another member of the Heads Team.
- A report must be submitted on CPOMS alerting DSL
- The DSL will then ensure that the most suitable next steps are taken.
- All referral forms are stored in a locked safe store.

Where referrals have been made to social care the DSL will ensure that an action has been taken by the end of the school day.

### **Role of the Designated Safeguarding Lead (DSL)**

The DSL works in line with the responsibilities as set in the DfE Guidance 'Keeping Children Safe in Education'. The schools DSLs are:

**The Designated Safeguarding Lead: Jo Griffith (Headteacher)**

**The Deputy Designated Child Protection Leads are: Carmel Barnes (Assistant Headteacher)  
Fiona Fargher (SENCO) Stacey Harding (Assistant Headteacher)**

The DSL is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

In Holy Trinity CE Primary School the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

### **Making a referral**

The DSL will collate relevant contextual information and facts and seek advice from LA or by calling the national police Prevent unit on **0800 011 3764**.

The DSL will then submit a Prevent [referral](#).

If the referrer (DSL) is concerned their concern has not been acted upon, they may call the local Channel Chair or LA representative to enquire further.

## Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every two years and will comply with the prevailing arrangements agreed by the Local Authority and RBWM's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend RBWM training courses as necessary and the appropriate inter-agency training organised by the RBWM Safeguarding Children Board at least every two years, again this will include training on Prevent and its safeguarding implications.

All staff and Governors will access the [home office online training](#) every two years and certificates of completion will be filed.

## Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow RBWM's guidance for safer recruitment best practice in education settings, including, but not limited to, safer recruitment training, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## Role of Governing Board

The Governing Board of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Board of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

Our Governing Board will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' the Governing Board will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

## Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing Board in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'. It should be read in conjunction with the school's Safeguarding and Child Protection Policy.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school's website.

In Holy Trinity CE Primary School the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

## Linked policies and documents:

Behaviour Policy

Whistleblowing Policy  
Code of Conduct for Staff  
Safeguarding and Child Protection Policy  
Equality Policy  
Equality Objectives

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....