



Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'

Prevent Duty and Anti Radicalisation Policy

Last Review Date of this Policy:	Date of this Policy:	Reviewed by:	Date for next review:	Date to be next ratified by FGB:	Review Frequency
On going	February March 2017	<ul style="list-style-type: none"> Safeguarding, Health and Safety and Premises Committee 	January 2019	March 2019	Within 2 years
How will Governors assure the Oratory community that this policy is being implemented:		Governors to monitor and evaluate implementation through: <ul style="list-style-type: none"> Nominated Governor Safeguarding visits to the school <ul style="list-style-type: none"> Safeguarding Team minutes Safeguarding Team Termly Report to Safeguarding, Health and Safety and Premises Committee <ul style="list-style-type: none"> HT's Report to Governors / FGB 			

Prevent Duty and Anti-Radicalisation Policy

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1. Our School's Mission

1.1 At the Oratory Roman Catholic Primary and Nursery School ("our School") every aspect of school life is founded on Gospel Values. Our choice of Mission Statement, "Shine as to be a light to others", is inspired by the writing and teaching of the Blessed John Henry Newman, an advocate of personalised learning, and of Saint Philip Neri, who believed that "cheerfulness strengthens the heart and makes us persevere in a good life; therefore the servant of God ought always to be in good spirits."

1.2 We are committed to providing a safe, nurturing and happy immersive learning environment, based upon the living tradition of the Church, drawing continually upon current educational research.

1.3 Our School prepares children to meet the opportunities and challenges of life in contemporary Britain through an innovative curriculum that is tailored to meet the needs of all.

1.4 A community of lifelong learners, our School and Governing Body work in close partnership with: our families, the Fathers and Brothers of the Oratory, our local parish, the local and wider community, and external consultants. We work together to enable all to fulfil their spiritual, academic, emotional and social potential. We are a team, and together we make a difference.

2. Our School's Vision

2.1 Christ is at the centre of all we do.

2.2 Our School is a learning community for all: pupils, staff, governors, parents and carers, outside agencies, and the local and wider community.

2.3 Ours is a strong culture of unconditional support for one another's learning, where all listen respectfully and welcome constructive criticism and challenge.

2.4 We offer a vibrant and exciting curriculum and learning experience, ensuring that all pupils, from whatever point they start on entering our School, make at least good progress.

2.5 We aim to help our pupils discover and develop their God-given talents and to encourage them to grow in responsibility for themselves and for others.

2.6 We believe that everyone has a right to equal access and opportunity, and equal freedom to work and learn, and freedom from unjust discrimination and from prejudice.

2.7 Our practices promote the right of all to participate in school life by actively promoting equality and social inclusion without distinction of culture, religion, language, ethnic background or race.

3. Safeguarding duty

3.1 Our School aims to secure for each child the best spiritual and educational provision; we recognise that the safety, welfare and care of the children are paramount.

3.2 We are committed to maintaining at all times the highest standards in protecting and safeguarding the children entrusted to our care.

3.3 We recognise our responsibility to safeguard all who come to our School and to promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

3.4 Our School is committed to safeguarding and promoting the welfare of all our children. We recognise that safeguarding against radicalisation is as necessary as safeguarding against any other vulnerability. We aim to build up our children's resilience against radicalisation through our strong Catholic ethos and an education based on Gospel values, by encouraging critical thinking and discussion, and by our enthusiasm for knowledge.

4. The Prevent Duty

4.1 Since 1 July 2015, all schools have been subject to a legal duty to have "due regard to the need to prevent people from being drawn into terrorism". This duty is contained in Section 26 of the Counter-terrorism and Security Act 2015, and is known as the "Prevent Duty".

4.2 "Terrorism" is defined by Section 1 of the Terrorism Act 2000 as the "use or threat of action" which involves serious violence to people, or serious damage to property, or which endangers the life or seriously risks the health and safety of people, or is designed seriously to interfere with or disrupt an electronic system. In order to qualify as terrorism, such action or threat of action must be intended to influence government or intimidate the public, and must be done for the purposes of advancing a political, religious or ideological cause.

4.3 According to statutory Prevent Duty Guidance, “having due regard” means placing an appropriate amount of weight on the need to prevent people being drawn into terrorism, considering all the other factors relevant to how we in our School carry out our usual functions.¹

4.4 According to statutory Prevent Duty Guidance, “being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.”² Schools “are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.”³

4.5 The same statutory Prevent Duty Guidance states that “Extremism” is “defined in the 2011 Prevent Strategy as 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. We also include in our definition of extremism calls for the deaths of members of our armed forces, whether in this country or overseas.”⁴

5. Fundamental British Values

5.1 In fact, the June 2011 Prevent Strategy also alternatively listed British Values as: “democracy, rule of law, equality of opportunity, freedom of speech and the rights of all men and women to live free from persecution of any kind.”⁵ This other list of British values was left out of non-statutory advice from the Department for Education in 2014, which suggested that “Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.⁶

5.4 The 2015 Ofsted School Inspection Handbook provides that: “The social development of pupils is shown by their ... acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.”⁷ The handbook provides that, in judging effectiveness of leadership and management in schools, “inspectors will consider ... how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.”⁸

5.6 According to non-statutory departmental advice, “schools can demonstrate they are actively promoting fundamental British values” by “ensuring pupils’ SMSC [spiritual, moral, social and

¹ HM Government, *Revised Prevent Duty Guidance for England and Wales*, 16 July 2015, p.21

² HM Government, *Revised Prevent Duty Guidance for England and Wales*, 16 July 2015, p.10

³ HM Government, *Revised Prevent Duty Guidance for England and Wales*, 16 July 2015, p.11

⁴ HM Government, *Revised Prevent Duty Guidance for England and Wales*, 16 July 2015, p.21, cf. Home Office, *The Prevent Strategy*, June 2011, p.107.

⁵ Home Office, *The Prevent Strategy*, June 2011, p.34, n.6.60

⁶ Department for Education, *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*, November 2014, p.5

⁷ Ofsted, *School inspection handbook*, August 2015, 135, p.36

⁸ Ofsted, *School inspection handbook*, August 2015, 138, p.38

cultural] development” including by “meeting requirements for collective worship” and by “establishing a strong school ethos”.⁹ “It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own,”¹⁰ so our School will demonstrate that it is actively promoting fundamental British values by continuing to ensure pupils’ SMSC development, including by building up our strong Catholic ethos and by gathering as a School community for Catholic worship. The following section explains how this works.

6. Our School’s context and culture

6.1 Our School mission is based on the belief that every human being is a unique person created in the image and likeness of God,¹¹ with a God-given potential for growth and an eternal destiny in heaven.¹² Our staff have a special vocation to make sure that all children receive the very best educational experience in order to grow in the love and knowledge of God, their neighbour, themselves and the created world.¹³ We see this as integral to our Catholic ethos.

6.2 As a school we work together to embed and sustain this ethos. The word “ethos” can be defined as: “a way of living, behaving and doing things by people who, though diverse, follow common values and are linked by a shared vision of life.”¹⁴ Our School’s Catholic ethos promotes and helps to shape a strong set of values. These are the values of Christ’s Church, by which Christians were living before there was a Great Britain, “those essential and innate human and moral values which flow from the very truth of the human being and express and safeguard the dignity of the person: values which no individual, no majority and no State can ever create, modify or destroy, but must only acknowledge, respect and promote.”¹⁵ There is nothing incompatible between Christian morality and fundamental British values, but we do say that our ethos encompasses and surpasses in splendour and in reason the minimum standard represented by fundamental British values, for our way is founded on beauty, truth, goodness and love:

Only God is good, which means this: in him and him alone all values have their first source and final completion; he is "the Alpha and Omega, the beginning and the end". Only in him do values find their authenticity and definitive confirmation. Without him - without the reference to God - the whole world of created values remains as it were suspended in an absolute vacuum.¹⁶

6.3 The government talks about promoting “mutual respect and tolerance of those with different faiths and beliefs”. We love; we show solidarity with our fellow human beings;¹⁷ we serve and we

⁹ Department for Education, *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*, November 2014, p.4

¹⁰ Department for Education, *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*, November 2014, p.6

¹¹ Genesis 1:26, 27

¹² *Catechism of the Catholic Church*, revised edition (1999), 1878

¹³ *Catechism of the Catholic Church*, revised edition (1999), 1917, 2229

¹⁴ Mgr Marcus Stock, *Christ at the Centre*, CTS, 2012

¹⁵ Pope Saint John Paul II, *Evangelium vitae*, 25 March 1995, 71

¹⁶ Pope Saint John Paul II, *Dilecti amici*, 31 March 1985, 4

¹⁷ *Catechism of the Catholic Church*, revised edition (1999), 1939

dialogue with our neighbour;¹⁸ and we sincerely respect one another - those who share our views and those who hold different views.¹⁹ We think that this encompasses what the government means when it speaks of the British value of tolerance, but we think that our approach is broader and better than mere toleration. To tolerate someone is to put up with him, but we seek to find in every meeting with another human being a privileged encounter with the divine image.²⁰

6.4 The government talks about promoting “individual liberty”. Our respect for one another is sincere, and embraces those of all cultures and beliefs.²¹ This is because we respect the image of God in the human being created in His likeness.²² God has made human beings with the powers of reason and free choice which no one can take away.²³ This is why we respect the free choices of others and their reasons for making them.²⁴ We think that “the freedom of the human person” is a more appropriate idiom than “individual liberty” because it grounds our freedom in a reasonable account of our nature.²⁵

6.5 As human beings we need to live in society,²⁶ and that means that we strive to make ourselves good neighbours to others.²⁷ We honour the authorities which govern the human community for the common good.²⁸ We accord due respect to those who hold office.²⁹ In contemporary Britain we seek to achieve the common good through the democratic process.³⁰ As part of this process we teach our children to support, hope for, and work towards just laws based on right reason.³¹ We acknowledge that this can only happen with the benefit of the rule of law, by which law is sovereign and not the arbitrary will of men.³²

6.6 In bringing to fulfilment this high vocation of service to our neighbour, we call on the help of the Lord, the Holy Spirit, the giver of life. “For the fruit of the Spirit is charity, joy and peace, patience, understanding of others, kindness and fidelity, gentleness and self-control. Against such things there is no law.”³³

7. Anti-radicalisation policy

7.1 Statutory Prevent Duty guidance defines “radicalisation” as “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.”³⁴ We adopt

¹⁸ *Catechism of the Catholic Church*, revised edition (1999), 1879

¹⁹ *Catechism of the Catholic Church*, revised edition (1999), 1933

²⁰ *Catechism of the Catholic Church*, revised edition (1999), 1700

²¹ *Catechism of the Catholic Church*, revised edition (1999), 2104

²² Second Vatican Council, *Dignitatis humanae*, 7 December 1965, 2

²³ *Catechism of the Catholic Church*, revised edition (1999), 1730

²⁴ *Catechism of the Catholic Church*, revised edition (1999), 2212

²⁵ *Catechism of the Catholic Church*, revised edition (1999), 1905, 1934

²⁶ *Catechism of the Catholic Church*, revised edition (1999), 1879

²⁷ *Catechism of the Catholic Church*, revised edition (1999), 1932

²⁸ Romans 13:1-2; 1 Peter 2: 13-17

²⁹ *Catechism of the Catholic Church*, revised edition (1999), 1900

³⁰ *Catechism of the Catholic Church*, revised edition (1999), 1913 - 1917

³¹ *Catechism of the Catholic Church*, revised edition (1999), 1902

³² Pope Saint John Paul II, *Centesimus annus*, 1 May 1991, 44

³³ Galatians 5: 22-23

³⁴ HM Government, *Revised Prevent Duty Guidance for England and Wales*, 16 July 2015, p.21

this definition here because it is sufficiently clear. There are other definitions which are insufficiently clear, or too broad, and we reject those. The Prevent Duty is directed towards the prevention of terrorism, a serious criminal offence, not against legitimate calls for change, however different from the *status quo* they may seem. Indeed, we celebrate the advancement of peace and justice by people who refused to settle for the *status quo*: William Wilberforce's campaign to end the slave trade (1787 - 1833), the People's Charter of 1838, and the National Union of Women's Suffrage Societies (1897-1928) are good examples. Our policy is to proceed on the basis that in seeking to prevent radicalisation we are specifically seeking to identify behaviour that could lead to involvement in or support for terrorism, and only that.

7.2 Our School protects children from being drawn into terrorism by adopting robust safeguarding policy, and through appropriate intervention. Governors and Senior Leaders understand the local context and the character of the school, and are able to assess in general terms the level and nature of the risk of radicalisation to which our children are likely to be exposed. This awareness informs our School's curriculum and other policies. We seek to protect our children generally from radicalisation by: proposing sound moral values within a strong Catholic ethos, holding knowledge and learning in esteem, promoting self-respect and good behaviour, and building up children's resilience to bad ideas. The virtues of Prayer, Love, Joy, Truth, Faith, Peace and Justice are painted in words on the walls of our classrooms, and we seek to honour them in everything we do. We think that this method equips children to resist radicalisation in the future too.

7.3 Our School's safeguarding arrangements take into account, as appropriate, local authority practice within the inter-agency safeguarding procedures of the Birmingham Safeguarding Children Board (BSCB). Our Safeguarding Policy describes procedures in accordance with relevant government guidance and locally-agreed BSCB inter-agency procedures. We work in partnership with other schools in the Ladywood Consortium, Caritas Christi in Urbe, Birmingham Catholic Partnership, and Birmingham Education Partnership to share knowledge, experience and training opportunities. We work in partnership with the police, the Child Advice Support Service, the Multi-Agency Safeguarding Hub, and Children's Social Care to protect children from harm.

7.4 In accordance with our School's Safeguarding policy, staff are trained: to notice changes in children's behaviour which might indicate a safeguarding concern, including radicalisation; to check any concerns they may have with colleagues; and to share their concerns with the Head Teacher, Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. Staff and governors have access to regular training to provide them with the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge any attempt to encourage, justify or glorify terrorism or terrorist organisations. Staff are trained on the help available to children at risk of radicalisation and the process of making a referral. Four dedicated safeguarding notice boards are located in the School, displaying information about: indicators of vulnerability; critical risk factors; and single point of contact details. All staff attend a Workshop Raising Awareness of Prevent, and receive annual safeguarding training updates.

7.5 Some of the radicalisation risks, among other safeguarding concerns, are to be found on the internet, so our School's Online Policy reflects this: appropriate levels of filtering ensure that our children are safe online from exposure to material posted by terrorists or their supporters when accessing the internet in school. This aspect of the policy exists alongside strategies to keep children safe from those who use the internet to bully, groom or abuse children. Our School offers

children, parents and carers presentations and workshops to teach them how to keep themselves safe when using the internet outside of school.

7.6 Visitors to school premises are provided with written information on safeguarding and health and safety policy, including Prevent Duty policy. Visitors are subject to appropriate safeguarding checks, and are never left unsupervised with children.

7.7 Appropriate checks are made before our School enters into any agreement with a non-school group or organisation to use our School premises. Any such use will be monitored by staff.

7.7 Guidance on the appropriate procedure for raising a concern may be found in Appendix 1 to this policy.

8. Review and amendment

This policy is to be reviewed on an annual basis by the School safeguarding team and the Head Teacher, and re-approved annually by the Full Governing Body.

APPENDIX 1

Concerns can be reported to the Designated Safeguarding Lead, Prevent Single Point of Contact, or Governors at the Oratory RC Primary and Nursery School on 0121 454 0600 or at enquiries@oratory.bham.sch.uk.

Designated Safeguarding Lead:

Mr Mark Paine (Deputy Head Teacher / Inclusion Manager)

Deputy Designated Safeguarding Persons:

Ms Paramjit Sall (School-based Social Worker)

Mrs Clare Dickinson (Head Teacher)

Prevent Single Point of Contact:

Mrs Clare Dickinson (Head Teacher)

Nominated Safeguarding Governor: Mrs Frances Joseph (Foundation Governor)

West Midlands Police

Concerns can also be reported directly to the police who have specially trained Prevent officers, members of the West Midlands Counter-Terrorist unit dedicated to working on the Prevent strand of the Contest Strategy: prevent@west-midlands.police.uk;
www.facebook.com/wmctupreventteam

To report non-emergency concerns, call the confidential Anti-Terrorist Hotline on 0800 789 321.

In an emergency, always dial 999