St Joseph's Catholic Primary School & Nursery

PREVENTING RADICALISATION POLICY & RISK ASSESSMENT

Our family at St Joseph's Learns, Loves & Grows with God at the Centre.

Reviewed	8th March 2025
Next Revision	Annually
To be reviewed	March 2026

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised

Our Prevent Duty

From 1st July 2015 schools are subject to a duty under Section 26 of the Counter Terrorism and Security Act (2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At St Joseph's Catholic Primary School we ensure that through our school mission statement, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote children's welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Children who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (Revised July 2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Related Policies

- Acceptable Use (ICT) Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy

Definitions

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 death of members of our armed forces, whether in this country or overseas."

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Governor Responsible for Safeguarding will liaise with the headteacher and other staff about issues to do with protecting children from radicalisation.

Role of the Headteacher
It is the role of the headteacher to:
- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead /Prevent Lead (DSL/Prevent lead)
It is the role of the designated safeguarding lead to:
- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of staff
It is the role of all staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum
We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others
These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Online Safety
The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.
We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.
Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff.
We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.
The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.
Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training
Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly staff meetings.

Safer Recruitment
We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (July 2015).* Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

- Early indicators of radicalisation or extremism may include:
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the Record of Concern Sheet, which is used for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

Prevent Risk Assessment

St Joseph's 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.

Duty	What this means	Action
The values and ethos of the school promote resilience against extremist ideologies and promote British values	The school values clearly set out our commitment to Catholic Social Teaching.	Strong focus on our values and our ethos Values include a commitment to tolerance, diversity and mutual respect (part of the Westminster Diocese Catholic Social Teaching principles).
	The school has identified a Prevent Lead (Mrs A Noronha, DSL)	All staff know who the Prevent Lead is and that this person acts as a source of advice and support.
Governors carry out their role to monitor the school's Prevent strategy effectively.	Governors have a good understanding of their duty.	All governors have read our child protection policy and Keeping Children Safe in Education (2025). We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty. The DSL provides additional training for governors on roles and expectations.
Staff 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 attended Safeguarding Training September 2025 All staff have read "Keeping Children Safe in Education", Sep 2025 All staff took prevent training in sept 2025 (the Key for school leaders) and have a refresher every 2 years The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty Guidance" (DfE, December 2023).
	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.
	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 have read the Prevent policy All staff understand how to record and report concerns regarding risk of radicalisation.

Speakers and Events		
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/meet prior to event Research the person/organisation to establish whether they have demonstrated extreme views/actions. Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups.

Working in		

Partnership

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 to the DSL/Prevent Lead or DDSLs School leaders stay up to date with local developments and risks. Member of the safeguarding core team attends the DSL Islington forum with other DSLs to discuss extremism and other topics linked Advice and training is sought from LBI
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally	The DSL/Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.	Records of referrals are kept on CPOMS Referrals are followed up appropriately (and challenged if necessary). DSL/Prevent Lead knows the process to contact other agencies and expedite concerns about extremism. All concerns regarding extremism are reported to the Head of Safeguarding in LBI. Records of referrals are kept, and referrals are followed up appropriately.

Staff training

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.	The DSL/Prevent Lead undertakes additional Prevent Awareness Training. The DSL/Prevent Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff complete online Prevent Training

IT Policies

Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which make reference to the "Prevent" duty. Children are taught about on-line safety with specific reference to the risk of radicalisation	Online safety policy Acceptable use policy Anti bullying policy Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: The school IT network has appropriate filters to block sites deemed inappropriate or unsafe Filtering and monitoring system is in place with summary fed back to DSL School email accounts are monitored by DSL, IT

Building children's resilience to radicalisa)on

Ensure that pupils have a "safe	Pupils develop "the knowledge, skills and	Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues.

environment" in which to discuss "controversial issues".	understanding to prepare them to play a full and active part in society".	Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. We have adopted the Westminster Diocese Catholic Social Teaching principles.
The curriculum promotes British Values and a culture of equality	Clearly identified opportunities to promote British Values and challenge extremist ideologies	Opportunities to promote values are clearly identified within all curriculum areas and through the full safeguarding curriculum Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers