St. Andrew's CE (VA) Infant School

Prevent Statement

Title	Prevent Statement
Version	1.4
Date	September 2018
Author	
Approved by headteacher	March 2021
Approved by governing body	
Next review date	March 2024

Modification history			
Version	Date	Description	Revision author
1.4	March 2021	DDSL updated	Mrs J Swallow

Prevent Statement

Prevent Lead in school – Jo Swallow, Designated Senior Lead for Child Protection) in coordination with Dayle Wood (Deputy DSL)

Aim
The Prevent Strategy aims to prevent people from becoming terrorists or supporting terrorism. It has three key themes (the 3 I's):
- *Ideologies* – Respond to the ideological challenges we face from those supporting terrorism
- *Individuals* – Provide support and advice to vulnerable individuals, preventing them from being drawn into terrorism
- *Institutions* – Work with educational and other institutions to address the risk of radicalisation and violent extremism (Extremist groups - left wing, right wing, animal rights, environmental and splinter groups)

The new <u>Counter Terrorism Bill</u> places a statutory duty on Schools to help prevent young people being radicalised – 'Frontline staff should understand **Prevent,** be able to recognise vulnerabilities to radicalisation and know where to go to seek further help.' Home Office Dec 2014

Prevent is seen at St Andrew's CE (VA) Infant School as 'safeguarding' and within school the following key themes in relation to Prevent:

Leadership and Accountability
- Clear Leadership – Identified Prevent Lead/single point of contact/Safeguarding Lead
- Prevent lead has an understanding of Prevent and its objectives
- Prevent is embedded within the safeguarding policies and procedures and safeguarding responsibilities are clear and explicit
- SLT, Governors and staff are aware of Prevent and its objectives

Training
- School Prevent Lead is Prevent trained
- SLT and Governors have been Prevent trained
- School Prevent lead attends additional Prevent training and cascades to all staff and Governors
- Prevent Training, literature and guidance is available to all staff
- Prevent Lead and key staff are aware of Channel http://course.ncalt.com/Channel_General_Awareness

Reporting and Referral Process
- Prevent Lead/SPoC identified within school
- Staff in school know who the Prevent Lead is

- Internal referral process follows safeguarding process
- Prevent Lead and key staff know who to contact with a concern – Prevent Team
- An Audit trail/process exists for reports, concerns and or referrals
- Consistency – Note/Check/Share
- Development of 'Lessons Learnt' – with SLT and Governors as necessary

Curriculum
- Broad and balanced
- Shared and integrated into Ethos
- Range of initiatives and activities (spiritual, moral, social and emotional needs)
- Engagement with the local community/ Community Cohesion
- Development of British Values DfE – Promoting fundamental British values as part of SMSC in schools Nov 2014
- No 'one off spectaculars' – Prevent embedded within the curriculum
- Range of subject areas/across all year groups
- Development of critical thinking skills (internet safety, power of influence)
- Regular updates for parents

Please see **Prevent Guidance Pack for Schools 2015** for more detailed information on the following;

Channel – Leading mechanism to support and protect vulnerable individuals who are at risk of being drawn into terrorist related activity (including Channel Referral Process)

The Calderdale Safeguarding Panel – multi-agency approach to safeguarding vulnerable children, young people and adults at risk of radicalisation, violent extremism and terrorist related activity

Role of the SPoC – Single Point of Contact

Information Sharing and Confidentiality – statutory duty to share information where there are concerns about the safety and well-being of a child or adult

Calderdale Prevent Contact Details (including the following)

<u>**Prevent Strategy in School**</u>

The strategy in school has taken into account 'push and pull factors' that can foster extremism and strategic teaching approaches used as an effective method to tackle issues.

Push factors include:
- Lack of excitement and frustration
- Lack of sense of achievement
- Lack of purpose/confidence in the future
- Gaps in Knowledge or understanding of faith – in children and parents
- Gaps in knowledge and understanding of context regarding immigrants, migrants and asylum seekers as specific communities within the UK
- Humanitarian compassion for communities involved in global conflict

- Sense of injustice
- Actual or perceived humiliating experiences
- Exclusion – lack of belonging to peer or community

Pull Factors include:
- Charismatic , confident and influential individuals who are potentially in positions of power
- Networks/sense of belonging
- Broader community views which enable or do not oppose extremism
- Persuasive clear messages, exploiting knowledge gaps
- Social networking media – with no compliance to fact or legal recourse
- Individuals who are skilful in terms of exploiting emotional empathy in others

Strategic Teaching Approaches:
- Teacher attitudes and behaviour - willingness to admit you don't know, acknowledging controversial issues exist, awareness of the teacher's role, willingness to seek help and guidance if uncertain about an issue
- Specific knowledge – Understanding of other cultures and religions as well as values and beliefs and knowledge of an alternative values framework
- Teaching practice and pedagogy – Boosting critical thinking, helping to see multiple perspectives, use of multiple methods and resources, embedding or sustaining dialogue following any specialist interventions, enabling students to tackle difficult issues, Linking school work to wider community, drawing evidence from across the curriculum, developing in children a sense of multiple identities and to help children become aware of and comfortable with multiple personal identity.
- Teaching British values of democracy – The right to vote, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs

Curriculum – The above strategic teaching approaches are evident in school in the following ways, underpinned by our Mission Statement:
- RE/Worship – respect for the faiths and beliefs of others, tolerance, celebrating sameness and difference, love and kindness for others.
- Worship, School Council– democratic process, discussion, decision making, responsibility, Community
- Mission/Ethos Statements, SULP, Teachers, TAs
- Green Issues – Recycling, Stewardship of Earth, local environment issues
- Democratic voting in lessons – cross curricular
- ICT – safer use of the internet and social media, research
- Maths – problem solving, understanding and interpreting data
- English – stories, discussions (valuing, participating and justifying opinions) poetry, persuasive and narrative writing
- Geography/History – global awareness and historical context

- Circle Time – critical thinking, discussing difficult issues, issues in the news
- Effective communication with parents – newsletters, website
- Events – Family worship, performances, festivals
- Collective worship/Assemblies/SMSC/achievement, Sing & Celebrate!
- Opportunities and events
- Science – testing and predicting ideas using scientific method
- Involvement with the local community – events/visits and visitors
- Art – appreciation of other cultures
- Integration of Promoting fundamental British values as part of SMSC in schools DfE Nov 2014
- Teaching resources used from a wide range of sources – cultural/faith
- Associated policy links – anti-bullying, safeguarding, RE
- Restorative Practices – through effective behaviour management, Circle Time

Statement Review:
This statement should be reviewed every 3 years.