

Prevent Policy

Overton School

Approved by:	Omar Salahuddin, Principal
Last reviewed on:	26/08/20
Next review due by:	25/08/21

This policy is created in accordance with Shropshire’s Approach to the Prevent Duty. We follow the procedures and protocol that it outlines at all times. Matters relating to our Prevent Policy can also be found in our Child Protection / Safeguarding Policy. Please refer to these documents for further details.

Much of the work all we do in school will help contribute to the goal of preventing violence. For example, we

- promote pupil wellbeing, equalities and community cohesion;
- build the resilience of the school, working with partners to prevent pupils becoming the victims or causes of harm;
- work with other agencies and parents to build community networks of support for the school.

The Government definition of extremism is: “Being 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 included in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”.

We all have a role to play in building Overton School a place where people from all backgrounds get on and learns safely together. In recognising extremism, early indicators may include:

- showing sympathy for extremist causes;
- glorifying violence;
- evidence of possessing or accessing illegal or extremist literature;
- advocating messages similar to illegal organisations.

The school actively promotes the government’s definition of British values from the 2011 Prevent Strategy – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The school takes a broad, holistic view towards preventing violent extremism. We divide our approach into the following three areas –

ENSURING APPROPRIATE ADULT INTERACTION WITH PUPILS:

We operate a safer recruitment policy to ensure that our staff is suitable to work with children. See our ‘Safer Recruitment Framework’ for details.

We involve parents in our work through discussions our curriculum and alerting them to concerns about their child, should they arise, and any referrals made as a result.

The school researches any person/visitor who comes to school to present information directly to our pupils. We do not allow anyone to present information to the school community that is not in accordance with the schools ethos of encouraging tolerance and respecting diversity.

On entering the school building, all visitors are asked to sign in at the school office and, by doing so, they are agreeing to abide by the school ethos outlined above. Anyone who declines our request to sign in and agree to supporting this ethos will not be given access to our school community.

OUR CURRICULUM:

Within the context of the curriculum, five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools. Model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;
3. understand how to support individuals who are vulnerable through strategies to support, challenge and protect;
4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;
5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The development of Social, Moral, Spiritual and Cultural education (SMSC) takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity and their learning. SMSC has strong links to religious education and Personal, Social, Health and Emotional education (PSHE). Children have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in. Every term we hold a learning unit about culture. During this unit, children explore in depth a culture from a different place in the world. The unit culminates in an International Festival.

We celebrate Black History week every year. Here the children complete a week-long piece of work on a person who has contributed significantly to their community, helping to build our children's tolerance and understanding of different cultures.

Also embedded within the curriculum is the opportunity for children to read stories from other cultures where they learn and reflect on difference and similarity. They explore different number systems and have weekly Spanish lessons, where they learn about the Spanish culture and acquire language skills.

E-safety teaches children about appropriate online behaviour, activity and information gathering. The teaching of Art, Music, D&T, History and Geography gives children opportunities to explore a range of cultures through events, trips, topics and contexts and in English they discuss topics such as dealing with dilemmas and challenging stereotypes.

Our weekly assembly opportunities reflect on different cultures, religious festivals from across the world and how they relate to their own lives.

DEALING WITH INCIDENTS / CONCERNS:

All staff have almost received PREVENT training (teachers and admin) completed 'Safeguarding against Extremism and Radicalisation' so that any concerns can be identified quickly and prompt measures taken.

If a member of staff is concerned that something that they see or hear from a child or their family indicates that they may be exposed to ideas that promote fundamentalism or radicalisation, then they must report this to the Designated Senior Person / CP Lead immediately. Shropshire policy on next steps will then be adhered to. This will/may involve notifying the parents, Children's Social Care, The Social Inclusion Panel and Prevent, as appropriate. Please see the Shropshire Guidance and our CP/ Safeguarding Policy - <https://www.shropshire.gov.uk/media/8506/11-appendix-shropshires-approach-to-prevent-v2.pdf> for more details.

KEY CONTACTS:

At Overton School:

- **Designated Senior Person / CP Leads** – Omar Salahuddin, Rebecca Roberts
- **Online safety Lead** – Richeard Lort

At Shropshire:

Anyone with concerns for the safety of wellbeing of a child can contact:

Prevent Team – prevent@warwickshireandwestmercia.pnn.police.uk

KEY DOCUMENTS:

Prevent Duty:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Shropshire Prevent Duty:

<https://www.shropshire.gov.uk/childrens-social-care-workforce/the-prevent-duty/>

MONITORING ARRANGEMENTS

This policy will usually be reviewed every year, but can be revised as needed. It will be reviewed by the Principal. This policy will be approved by the Governing Body.

LINKS WITH OTHER POLICIES

This policy links with our policies on:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety

APPENDIX 1: PARENT INFORMATION SHEET

What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including political and religious extremism.

How does the Prevent strategy apply to schools?

All schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means schools have a responsibility to protect children from extremist and violent views, in the same way we protect them from drugs or gang violence.

Importantly, schools can provide a safe place for pupils to discuss these issues so that they better understand how to protect themselves.

What does this mean in practice?

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

Include information about your school's approach here, for example:

- *Exploring other cultures and religions and promoting diversity*
- *Challenging prejudices and racist comments*
- *Developing critical thinking skills and a strong, positive self-identity*
- *Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy*
- *Protecting children from the risk of radicalisation, such as using filters on the internet or vetting visitors who come into school*

Frequently Asked Questions

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of the response to the Prevent strategy. British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

Schools should make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and ideological extremism. Some of these may be a bigger threat in our area than others.

The intention is to give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

KEY TERMS

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system, and is intended to advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism

WHERE TO GO FOR MORE INFORMATION

Contact the school

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

See our policies

- Safeguarding and Child Protection Policy
- Online Safety Policy

External sources

The following sources may also be useful for further information:

Revised prevent duty guidance for England and Wales:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Prevent duty: advice for schools and childcare providers, GOV.UK – DfE (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

What is Prevent?, Let's Talk About It

<http://www.ltai.info/what-is-prevent/>