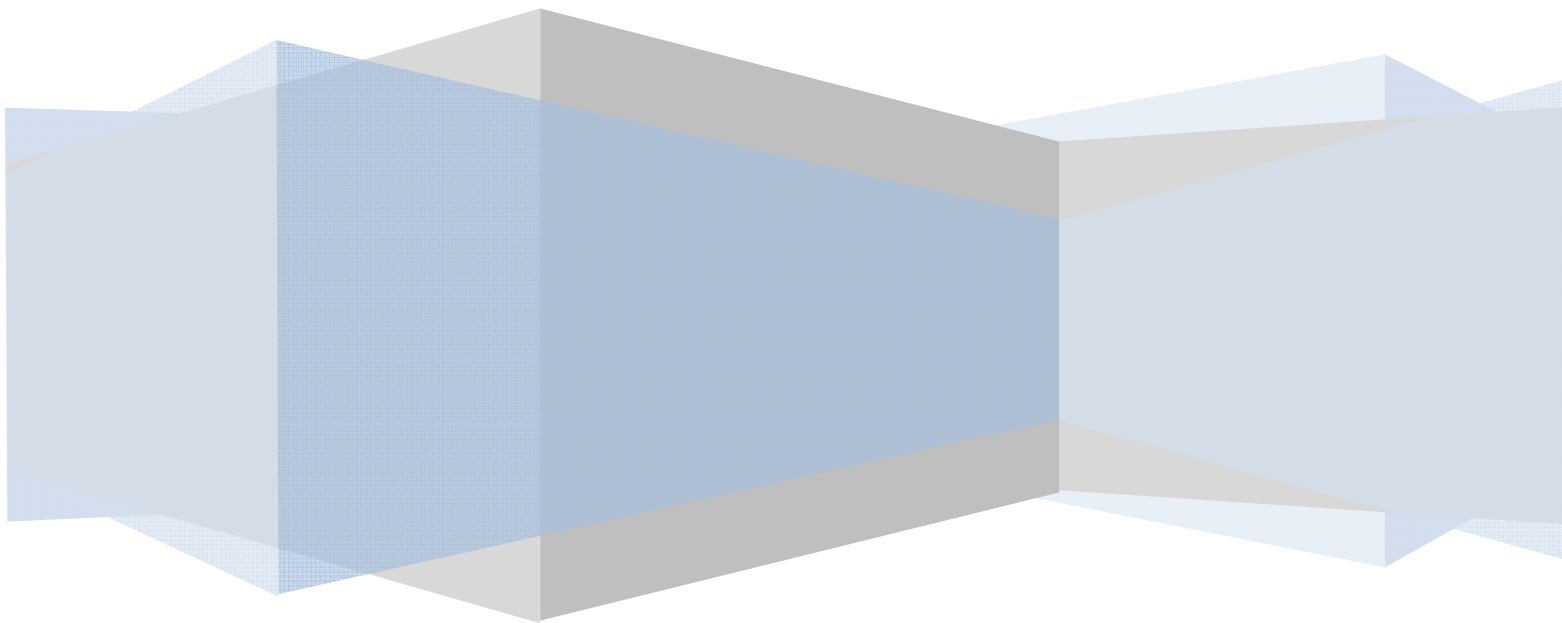


Mount Pleasant Primary School

PREVENT Strategy and Promoting British Values

Approved by Governors: May 2015

Date of Next review: May 2017



All schools are required by law to teach a broad and balanced curriculum which promotes spiritual, moral, social and cultural development to all pupils, which should help to prepare all pupils for the opportunities, responsibilities and experiences of life. Schools are also required to teach and promote positive community relationships and there is an explicit requirement to promote fundamental British values as part of a broader requirement.

Schools have a duty of care to their pupils. This includes safeguarding them from the risk of being drawn into criminal activity including, selling and taking drugs, theft, committing arsonist attacks, purposely damaging or defacing another's property, committing violent crime, abusing others including rape, sexual exploitation, radicalisation, imprisonment, committing acts of terrorism and/or murder.

Assessing the Risk

Those who wish to perpetrate crimes rarely put themselves at risk of being caught – they use vulnerable persons to commit criminal activities for them.

Governors and Headteachers are expected to assess the risk of any pupils who may be vulnerable to any type of extremism and grooming by others and should have safeguarding procedures in place to support these children.

Vulnerability could include children who struggle to fit in (eg strong cultural differences), those who are alone or feel alone eg having no friends and not involved with any social groups, clubs etc out of school, spending time alone at home on computers, lack of security or boundaries at home, or extremely controlled at home; so a feeling of having no voice or personal opinions listened to.

(Religion is not a cause of criminal activity or terrorism)

PREVENT strategies should be used to ensure that fundamental British Values are promoted in the delivery of a broad and balanced curriculum and extra-curricular activities.

Many people who become radicalised, encounter extreme views through social media. When working on-line, the school uses appropriate levels of filtering. Staff however, should remain vigilant to children, and adults in school, accessing any inappropriate

material on-line, and any cases must be reported to the Headteacher immediately. (See Whistleblowing Policy in the case of other adults).

As part of a general whole-school approach, all staff should be vigilant to children who may demonstrate;

- a change in behaviour,
- using language or phrases that are not age-appropriate and may have been learned or copied from older persons or the internet,
- expressing extreme views in discussion with others or in their writing,
- asking questions that push the boundaries or challenge the thinking of others towards extreme view points,
- using language that is offensive to others eg racist, homophobic, sexist
- wearing of symbols or drawing symbols related to extremism eg swastika

All of the above must be consistently challenged and dealt with as part of a broader behaviour policy.

Working in Partnership

Any procedures employed by the school should be in partnership with the procedures and practices of the Local Authority and the Local Safeguarding Children's Board.

PREVENT Strategy – Promoting British Values.

The following form part of our broad and balanced curriculum and may be taught as part of specific subject teaching as well as assemblies, Religious Education, PSHE (Personal, Social, Health Education), SRE (Sex and Relationships Education), SMSC (Spiritual, Moral, Social and Cultural) Education, and form part of discussions and debates in school from Nursery to the end of Year 6.

British Values are identified as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and tolerance of those with different faiths

Democracy

- Pupils have some say in planning school activities eg through School Council, Pupil Voice, or choosing fun/focus day activities. Encourage all pupils to share their views and opinions and ensure that all pupils feel that their voice is heard.
- Hold 'mock elections' or debates so pupils learn how to argue sensibly and defend their point of view.
- Teach pupils how public services operate, and how they are held to account (paid for by tax payers). Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services, eg police, teachers, fire service, paramedics etc.
- Organise visits to the local council house/ Houses of Parliament or arrange visits from local MPs, councillors. Pupils should have a broad understanding of how democracy works in the UK. Eg Devolution and the Scottish Parliament, Votes for Women.
- Discuss and model how perceived injustice can be peacefully challenged.

The Rule of Law

- Pupils to devise their own class rules.
- Ensure that school rules are known and understood, eg criteria for a Steady Good Learner, rules, expectations and standards of behaviour and the dress code.
- Pupils to distinguish from right and wrong and sanctions that may be used against them.
- Help pupils to respect the law and the basis on which it is made. Help pupils to understand that living under the rule of law protects individuals.
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws.
- Develop restorative justice approaches to resolve conflict, eg pupils having their say and accepting sanctions/apologies.

Individual Liberty

- Provide open-ended activities and home-learning so that children have some choice to follow their own interests.
- Have a way to celebrate everyone's talents and interests and to share these with others.
- Make clear the school's Equality Plan and reinforce the fact that no one is discriminated against. Challenge stereotyping.
- Support pupils to develop their self-awareness and self-esteem.
- Encourage pupils to take responsibility for their own behaviour, learning and interests.
- Implement a strong anti-bullying culture.
- Model freedom of speech through pupil participation, whilst ensuring protection of vulnerable children and promoting critical analysis of evidence eg media bias.
- Promote the Rights Respecting School Agenda.

Mutual respect and tolerance of those with different faiths and beliefs.

- Build relationships with all families and pupils.
- Ensure that pupils take turns, share resources and work with others respectfully and co-operatively.
- Ensure that resources reflect the cultural diversity of modern Britain.
- Celebrate a range of festivals and special occasions, particularly those which have meaning for our pupils.
- Ensure that all pupils are willing to talk about their feelings and view points and are equally as willing to listen to other children share their feelings and views.
- Help pupils to acquire an understanding of, and respect for, their own culture, and ways of life as well as those of others.
- Organise visits to a range of places of worship. Encourage respectful behaviour when talking about and visiting these places. Encourage all pupils to attend.
- Develop links with faith communities local to the school.
- Challenge prejudicial and discriminatory behaviour.
- Develop critical personal thinking skills.

- Discuss differences between people, such as different faiths, ethnicity, disability, gender or sexual differences, family structures (varied), looked after children and those in care at all times remaining sensitive to those children who may be directly affected.

Visitors invited in to school is an excellent way to grab children's attention eg police officers, those representative of faith communities. However, all visiting speakers should be risk assessed for their suitability to talk with children and should be appropriately supervised whilst within school.

The PREVENT DUTY

The staff and Governing Body should have specific training with regard to PREVENT (WRAP – Workshop to raise awareness of Prevent).

If you have a concern about a specific individual or family, you should follow the school's normal Child Protection procedures. You can also contact the Police by dialling 101 (non-emergency number).

The Department for Education also has a designated helpline: 020 7340 7264. Concerns can also be raised by email to: counter.extemism@education.gsi.gov.uk