

# Hadrian Primary School

## Prevent Policy



**Date: April 2024**

**Review: April 2027**

**Staff responsible:**

**Mr Brown Head Teacher**  
**Mr J Brown Governor**

# **Hadrian Primary School**

## **Prevent Policy**

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 our local community and making it a place where people from all backgrounds get on and live 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 such as 'Muslims Against Crusades' or other non-prescribed extremist groups such as 'The English Defence League'.

The school actively promotes the government's definition of British values from the national 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 are suitable to work with children. See our 'Safer Recruitment Framework' for details.

We involve parents in our work, for example; discussions with them about 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 community 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, collective worship 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.

The school has enlisted the support of the Prevent Team in South Tyneside. Their Education Officer has worked with the staff and governors on ways to educate our pupils and keep them safe.

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. 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 school assemblies regularly share stories with children where they learn about diversity and tolerance. Our assembly rota ensures that children have weekly opportunities to 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, 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 Safeguarding Lead or Head Teacher immediately. The South Tyneside 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.