

RAYNHAM
PRIMARY SCHOOL



Prevent Policy



Tackling Extremism and Radicalisation Policy

Purpose
Our aim is to keep our children safe and support the families and wider communities in being safe. Tackling extremism and radicalisation is an important part of keeping our pupils, families and wider community safe. This policy works alongside our Safeguarding and Child Protection Policy and other policies and set our principles and practices in ensuring every individual and group within our setting feel secure, respected and valued members of our community.

Raynham Primary is an inclusive setting and has a values-led approach to the curriculum, pastoral care and community programmes.

At our school, there is no place for extremist views of any kind. Our children know that our school is a safe place, and all adults at Raynham Primary have a duty of care to ensure that this happens.

The government definition of extremism in its 'Prevent Strategy' is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

We recognise that there is a high possibility of exposure to extremism materials and that these influences can lead to young people being influenced to consider options that are not in the best interest of their wellbeing and safety. We acknowledge that if we fail to challenge extremist views we are failing to protect our pupils. Tackling extremism comes under the remit of our Designated Child Protection Officers.

Our designated safeguarding leads (DSL) :

Anna Trott - Headteacher

Sharon Gepp – Pastoral/CP Officer

Suleen Zietsman - Deputy Headteacher

In their absence: G Fox - SENDCO

We know that education is a powerful tool against the ignorance, division and fear created by extremism. We provide children with the knowledge, skills and critical thinking to challenge extremist ideas.

School Ethos and Practice

At Raynham Primary, we provide a broad and balanced curriculum, and community activities to enable our children, and community to embrace difference and diversity, and feel valued members of our school community.

We are aware that children can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist, or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by pupils or staff will be dealt with in line with our Behaviour Policy and staff Code of Conduct, and will always be addressed.

Linked policies:

- Child Protection & Safeguarding
- Anti-bullying & Behaviour
- Equality
- Computing and E-safety
- Safer Recruitment
- Whistleblowing
- Teaching and Learning

How does the Prevent strategy apply to schools?

From July 2015 all schools have a duty to safeguard children from radicalisation and extremism.

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

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

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

Teaching Approaches

We place high priority on cultural understanding (similarity and differences), spiritual, moral, social awareness ensuring that our children feel they belong, and not alienated or disempowered. We work hard to instil a positive and strong self-identity in all our students and adults. These messages permeate all aspect of school life and include:

- Study of local community, continents and countries
- PSHE
- RE
- Values
- School assemblies
- Pastoral team support

We also adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our children through good teaching and a child-awareness approach
- We facilitate a safe place for discussion and dialogue
- We equip our children with the skills, knowledge and understanding and awareness to develop resilience, self-respect, and respect of others.

We promote the school's values through a monthly focus on an aspect of our values, and democracy through School Council, House system, balanced arguments, Ambassadors, the curriculum, visits and visitors to the school. We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our children to respect each other and tolerate differences. Our school community is currently made up of families from 40 countries with 55 languages spoken. This reflects a wider community and we strive to ensure everyone is very proud of his/her heritages.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- their style of dress or personal appearance to accord with the group.
- day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- derogatory names for another group.
- related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name-calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name-calling
 - inappropriate forms of address
 - refusal to cooperate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others

Prevent Awareness Training

All staff and Governors will receive Prevent Training. The Safeguarding team will note those who have missed the training or join after the last training and put systems in place to ensure that they have awareness of the Prevent Strategy and school systems.

The role of the Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will hold the Headteacher, Leadership team and all colleagues to account in keeping children safe.

Legislation and statutory guidance

This policy is also based on the following legislation:

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Reviewed: February 2021