



St Paul's Church of England Primary School

Prevent Policy

Adopted by: Full Governing Board
On: Thursday 12th November 2020
Review: Autumn 2021

A- KEY RESPONSIBILITIES

Designated safeguarding lead: Head Teacher (John Wright)
Deputy designated safeguarding lead: Inclusion Coordinator (Corinne Lee)

B- GENERAL STATEMENTS

This policy is concerned with safeguarding the welfare of children who may be exposed to radicalisation or extremist ideas as defined by The Counter Terrorism and Security Act 2015. This Act places a legal responsibility on the school to prevent people being drawn into terrorism and requires that the school challenges extremist ideas.

St Paul's CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At St Paul's CE Primary School all staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

C- 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 active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual Respect and tolerance of those with different faiths and beliefs

D - AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation and extremism and to ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and embody the core values of St Paul's CE Primary School. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living. An outline of "British Values" and how they are enshrined in our school and curriculum in

the appendix of this policy.

- Pupils are helped to understand the importance of democracy and freedom of speech, through the **PSHE curriculum**, assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

E- THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E., PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

F- STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

G - WHAT STAFF SHOULD LOOK FOR

The vast majority of children, of whatever background, will not become involved in extremist action and in many cases suspicious behaviour may be a result of other problems such as mental health issues, social issues, relationships at home etc. However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in'
- Appearing distanced from their own culture or heritage
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy / poor social interaction
- Significant change in appearance and / or behavior
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion

- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Failure to understand the actions and motivations of others
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve problems
- Joining an extremist organization
- If knowledge of the family leads you to believe there is a risk

H- WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

Prevent Single Point of Contact (SPOC)

The single point of contact is the Designated Safeguarding Lead (DSL).

The (SPOC) for this school is: John Wright.

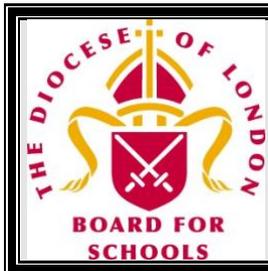
If there any concerns a member of staff should inform the SPOC. The appendix to this document contains a pro-forma to be completed detailing any concerns.

I - PROCEDURES FOR REFERRALS

Although serious incidents involving radicalization have not occurred at St Paul's CE Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the wider community in which the school is situated. Any concerns about pupils should be referred through the appropriate channels via the Child Protection / Safeguarding Co-Ordinator. Referrals can be made via the LSCB (Local Safeguarding Children Board) to the Channel Police Practitioner.

J- POLICY REVIEW

The Prevent policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.



Education Committee Meeting
2nd December 2014

Item 7: Core Values Underlying British Identity

Appendix 1 – British Values in CE Primary Schools

In church schools Christian values should be written through the school as if through a stick of rock. The values which our schools endorse are those of:

- Reverence
- Wisdom
- Thankfulness
- Humility
- Endurance
- Service
- Compassion
- Trust
- Peace
- Forgiveness
- Friendship
- Justice
- Hope
- Creation
- Koinonia

More details about all of the values and how they might be taught are to be found on the National Society website. <http://www.christianvalues4schools.org.uk/>

Additional material demonstrating how values can underpin the whole curriculum can be found on the website of 'What If Learning'. <http://www.whatiflearning.co.uk/>

These values are ones that are shared by many people in this country because the Christian faith has for centuries been a driving force in our education and legal system and those values have made their mark on our history.

We are fortunate in that we live in a country where the majority of people care about the wellbeing of others, where injustice and cruelty to others appals and where people can be stirred to be compassionate and generous in their support for a good cause.

These characteristics have not come about by accident but through our history and experiences as a nation. Stubbornness, stoicism and resilience are also traits which as a

nation we share but they have also been the vehicle for developing deeply held beliefs about the importance of freedom, justice and the rule of law.

It would be challenging to try and pin down how those characteristics have evolved and become part of our being and how over many years governments have tried to enshrine the ideas in law. A recent piece of legislation is the Equality Act.

The Equality Act 2010 has three aims:

- to eliminate unlawful discrimination
- to advance equality of opportunity
- to foster good relations between people

The values that matter and influence public decision making might be summed up by the following list:

1. No one is above the Law; the same rules apply to everyone whether rich or poor.
2. The Monarch is the Head of the Church and together with the House of Commons and the House of Lords they are the supreme authority.
3. Everyone has a right to be treated equally, belonging to a different race or religion should not make any difference. Everyone, whatever their race or religion, should deal with each other in a tolerant and open way.
4. People are allowed to speak freely and to hold their own opinions, even if they are eccentric, as long as no harm results to others.
5. People can buy and sell property, land or belongings, they can sign contracts and have them honoured, without fear of confiscation by the state or other people.
6. Encouragement is given to people to volunteer and to set up organisations that explore the interests and needs of a community. They are able to work out for themselves the best way to operate within the law.
7. Children are helped to grow up happily in a loving, kind and disciplined environment by being part of a stable, loving family and wider community.
8. Learning about the achievements and mistakes of the past and valuing the rights and obligations that have gradually emerged out of the history of Britain.

Educational Suggestions

1. Introducing the concept of law through the development of rules which govern the school. Students, parents and staff agree the rules by which the school is to be run, the rationale for the rules and the sanctions which any failure to uphold will incur. Older students may discuss current cases that are in the press and explore the laws that will be used. 'Lord of the Flies,' by William Golding, for

older students could be an interesting way into a discussion about a life without rules.

2. With younger children watching the Queen going to open Parliament can be a starting point for a discussion about how our democracy works and the role of the monarch. Older students could look at alternative models of government particularly in less well developed or newer countries. 'Animal Farm' by George Orwell, for older students would provide an excellent starting point for a discussion on democracy and alternative styles of leadership.
3. Equality of opportunity should be demonstrated in the school systems so that students are confident that everyone in the school has access to what is available. Malorie Blackman's book, 'Noughts and Crosses', is a useful starting point for a discussion about segregation. Heroes of the past such as Rosa Parks and Nelson Mandela have challenging stories. Para-Olympians and others provide evidence of how much, with the right support, people can achieve. RE should help to provide knowledge and understanding about what people believe and how their faith affects how they live.
4. The importance of free speech is a long held belief and is well illustrated by Speakers Corner in Hyde Park where anyone can go and address the crowd. Holding school debates and learning how to propose and oppose a motion in a polite but direct way is a useful skill for any student.
5. Learning about how business and commerce works and as students get older exploring how you manage a bank account, credit cards and interest rates, start a pension and get a mortgage are all valuable life skills which should be a part of a rounded education.
6. Naming some of the organisations it is possible to join from Brownies to Scouts, choirs, sporting clubs, faith group organisations. Discussing how they serve their community, what difference do they make, who started the organisation and why? Are their gaps in the provision, who do they think should fill those gaps, how could they do that? Are there charities it would be good to support and if so which ones and why? How do you decide?
7. PSHE should be beginning to address some of the issues around growing up healthy and well, in body, mind and spirit. Collective worship should provide a time for students to be reflective about their own lives and those about them. Families come in all shapes and sizes and the emphasis is on the care and love that they provide for the individuals in the family. The family may well include a the wider community and so learning to be part of that wider community in a safe way is also a critical part about growing up and learning to read the verbal and non-verbal signals that people give in order to remain safe. For younger children a film like 'Pollyanna' is a rather old, but very happy, film about a girl who loses her conventional family but builds a new family within the community.

8. Learning about the history of Britain and being able to make links and learn from the events of the past to understand the dilemmas and solutions for today's issues.

An example of why these values are important to our common life may be drawn from the following list of issues which make for general unrest:

- High levels of taxation
- Strict wage controls
- Workers controlled by tough legislation
- Foreign wars that appear pointless to much of the population
- Politicians that can seem out of touch and self-serving
- People feeling powerless and angry in the face of bureaucracy
- Radical preachers gaining ground with the disaffected
- A deadly disease spreading uncontrollably and the potential threat to our own country.

This is a description of England in 1381 and it would be foolish to ignore the lessons that moments in our history might teach us in this century.

One primary school in the diocese moved on from 'Black History Month' in October into a new season in November that they called 'Celebrating Britain'.

Such a celebration could include learning about:

- The Christian festivals of All Saints and All Souls,
- Parliament and the monarchy, religious divisions and tolerance, as part of Guy Fawkes Night;
- Remembrance Sunday and the sacrifice that people have made to safeguard freedom often marked by wearing a poppy,
- The Lord Mayor's show which marks the moment when the new Lord Mayor swears an oath of loyalty. The procession began in 1215, the same year as Magna Carta, which was an extremely significant moment in the history and constitution of this country. The show involves charities and the armed forces, together with those who volunteer to serve, as well as the City of London and its Livery Companies.
- Sikhs in our community will be celebrating Guru Nanak's birthday and as usual providing free food for the wider community. In Southall they will be joining with local churches to provide food for winter night shelters for the homeless.
- For many Christians the 5th Sunday before Christmas is 'Stir Up Sunday' when the Church of England Collect (prayer) for the day begins 'Stir up O Lord' and traditionally is the day when families made their Christmas Puddings and each took it in turn to stir the pudding. 'Stir up O Lord, the wills of your faithful people; that they, plenteously bringing forth the fruit of good works, may by you be plenteously rewarded; through Jesus Christ our Lord'.

- The feast of St Andrew on November 30th who is one of our four patron saints. This day is also the birthday of Sir Winston Churchill.

Elizabeth Wolverson
November 2014



**APPENDIX 2 – PROFORMA for REPORTING CONCERNS REGARDING
RADICALISATION and EXTREMISM**

Pupil Name	
Class	
Address	
Parents / Carers Names and Numbers	
Addresses if different	
Details of concern	

Action taken	
Details of referrals including Names and contact Details	
Follow up Action	
Signed DSL and/or SPOC	Date
Headteacher	Date