



Parkfield Community School's

Prevent Policy





Prevent Policy

Links to Rights Respecting: A3: *The best interests of the child must be a top priority in all decisions and actions that affect them.*

A29: *Education should encourage understanding, peace, tolerance, equity of sexes and friendships among all peoples, ethnic, national and religious groups.*

Definitions and objectives

The aim of the Prevent strategy, as outlined in “Protecting vulnerable people from being drawn in to terrorism” (HM Government 2015) is, “to reduce the threat to the UK of/from terrorism by stopping people becoming terrorists or supporting terrorism.”

The document defines extremism as, “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.”

The Prevent strategy has three objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support, and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

(Channel Guidance, HM Government 2015, p3)

In response to this document Parkfield Community School has developed three aims:

- Develop a curriculum where children are taught to recognise and celebrate diversity and difference in their own communities and in the wider society.
- Respond consistently and confidently if ideological challenges to individual liberty, tolerance and mutual respect for different faiths and beliefs occur.
- Work together with parents and stakeholders to ensure we are part of the wider community and that our ethos permeates respectfully.

At Parkfield Community School we believe tackling extremism or potential radicalisation is part of our duty of care for safeguarding. Our aim is to ensure that all children and families understand what our key values are and support us to promote them. In response to the Prevent duty set out in the Counter Terrorism Act, the DfE have published guidance to help schools. The guidance is clear that extremism and radicalisation are safeguarding concerns and should be dealt with appropriately through Channel.

Ofsted guidelines

Within the Ofsted ‘School Inspection Handbook’ (September 2017), under Defining spiritual, moral, social and cultural development, it clearly states:



The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religions or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- Understanding the consequences of their behaviour and actions. B
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in contributing to develop Britain.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Parkfield Community School procedure

The Head Teacher shall begin each academic year with an assembly for each year group to promote the Equality Act 2010 and identify the impact of the Act on life at Parkfield Community School.



Each year group will be given lesson plans to be delivered in PSHE as part of the 'No Outsiders' Equalities curriculum. All lesson plans use a picture book as stimulus. During the year each class will hold a parent/child equalities workshop where the themes in the lessons can be explored and 'No Outsiders' books can be taken home to encourage further discussion.

At Parkfield School, while teaching equalities and embedding the 'No Outsiders' ethos in the curriculum, teachers also take care to refer to the Prevent Co-ordinator or Designated Safeguarding Leads (DSL) any concerns they may have about:

- Changes in a child's behaviour
- Overtly religious comments
- Comments about current affairs that could suggest radical opinion
- Children or adults enforcing a religious view on others
- Literature or leaflets found on the school premises or dispersed through social media

The issue will be investigated and discussed with appropriate actions taken as necessary. This may involve contacting Channel or MASH.

The school will monitor websites accessed by children while using ipads and we encourage children to talk to an adult if they hear anything that worries them. We also encourage parents to speak to a senior member of staff if they are aware of anything outside the school that gives cause for concern.

Monitoring

Where referrals have been made, steps will be taken to monitor children's activities and attitudes in order to ensure on-going safeguarding.

A yearly report will be written for the Governors.

David Williams

Reviewed: January 2018

To be reviewed: September 2021