



Love Joy Responsibility

## **Rownhams St John's CE Primary School**

### **Prevent Strategy**

The aim of Prevent is to stop people becoming terrorists or supporting terrorism:

‘Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools’ work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values.’

(Prevent Strategy 2011)

## Context

The aim of this strategy is to:

- Develop an awareness of Prevent in the School
- Recognise current practice which contributes to the Prevent agenda
- Identify areas for improvement
- Develop a coordinated action plan

The approach that Rownhams St John's CE Primary School takes is built on the following principles:

- It is good practice in any school to be constantly vigilant in combatting suspicion or distrust between different groups of people represented in the school's community. Mistrust and a sense of injustice lie at the heart of division which can lead to extremist activity.
- The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life, as things change, depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- Having a stake in the opportunities which Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education which sees pupils leave school confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism.

## National

The governments counter terrorism strategy CONTEST has four elements Pursue, Protect, Prepare and Prevent. Prevent aims to stop people becoming terrorists or supporting terrorism. The focus is on Al-Qaeda related activity but also adopts the approaches used with other groups including the far right.

Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British citizen. The School needs to be aware of risks and raise awareness within its community as appropriate.

## The School

The School has a range of initiatives which can be seen as having links with the Prevent agenda including:

- Values and Vision statement
- Equality and Diversity
- P4C and Living Differences RE curriculum
- PSHCE and circle time
- Pupil voice in the form of Young Governors
- Safer recruitment

It is every staff member's responsibility to respond appropriately to pupils whose behaviours are challenging and inappropriate. It is recognised that some staff may require support and encouragement to develop and use the skills required to challenge appropriately.

A programme of awareness training needs to be put in place to clarify and reinforce practice around Prevent. The training should initially focus upon key staff.

The School systematically reviews its performance to ensure it narrows the attainment gap with vulnerable or disadvantaged pupils/pupil groups.

The curriculum for SMSC, Philosophy for Children (P4C), RE and PSHCE programme helps to raise awareness of different faiths and cultures alongside developing the critical thinking skills required to make informed decisions.

### **The strategy is delivered through the following elements of our provision:**

1. **The Curriculum:** Pupils follow a traditional, broad and balanced curriculum. RE is compulsory throughout all Key Stages. Our RE curriculum follows the HCC Living Difference curriculum and includes the study of different concepts and focuses on Judaism, Hinduism, Islam as well as Christianity. PSHCE and Philosophy for Children (P4C) are taught throughout both Key Stages. Democracy, rule of law and global citizenship is taught as well as tolerance, diversity and respect through these programmes. There is a strong PSHE curriculum which includes sex and relationships education, health education, drugs education and social issues amongst other learning.
2. **Collaborative learning:** Girls and boys collaborate together when learning and have to talk, co-operate and perform in front of each other in dance, drama and music and value the opportunity to do so.
3. **Extra-Curricular Provision:** both boys and girls are involved in clubs and other activities that enrich the curriculum. Pupils engage in a wide range of trips both residential trips and day trips to support their curriculum learning or enrichment including trips abroad and to a variety of places of worship.
4. **Pupil Voice:** The school has a strong pupil voice through the opportunities given to influence the planning of the curriculum and enhanced by the group of Young Governors who are elected democratically each year to work with the leadership team and School Governors to improve the school and have input into the strategic planning for the school. A democratic process is in place to ensure fair representation. Pupils have the opportunity to also have their voices heard through interviews with governors, surveys and questionnaires
5. **Parental Involvement:** regular newsletters and the website ensure that there is good communication between home and school. Pupils and their parents can access help, advice and support when they need it, from our effective Pastoral Support Team. Effective support is given to parents at all times.

6. **Safeguarding:** The school has extensive safeguarding services for pupils as part of its commitment to the whole child. They include: a Child and Family Support Worker who leads on attendance and welfare. Each and every child is well known to all staff and their emotional needs are given the highest priority. Records are kept meticulously and referrals are followed up conscientiously. Liaison with social services and other agencies is carried out effectively.
7. **Governance:** the governing body is actively involved in the life of the school, supporting the pupils and their families to do well. All committees take an active role in holding the school to account for the safety and well-being of the pupils. The Standards Committee ensures that the aspirations, ambitions and enrichment of pupils' learning is extensive and that the principles of equality for all students of all groups and abilities is upheld.
8. **Data Analysis:** data for outcomes, attendance, behaviour and participation is analysed by group to ensure that no groups are over or under represented and that achievement is the highest it can be for all students.
9. **ICT School Network:** access to social media sites/chat rooms is blocked on the school network.
10. **Linking to other Policies:** This strategy links to other policies such as Behaviour, Anti-Bullying statement; Single Equality Scheme

This comprehensive approach to ensuring that pupils have access to the highest quality education which offers experiences to equip pupils to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind. The school is proud of how well all stakeholders live out the school's values of love, joy and responsibility on a daily basis.

### Prevent Action Plan

| Area           | Objective   | Action  | Who                                  | When                    | Completion |
|----------------|---|---|--------------------------------------|-------------------------|------------|
| Community      | Gather information and call upon support from key contacts within the community | Develop network of community contacts   |                                      |                         |            |
|                | Share information within the School   | Like Safeguarding, Prevent to be a standing agenda item at all meetings   | GK/JS                                |                         |            |
| Staff          | Raise awareness of staff  | GK to have external training to enable her to cascade training to staff and governors                               | GK/External trainer every third year | Annually each September |            |
|                | Staff know signs for behaviours which may raise a concern that needs reporting  | Provide training for all School staff   | Teachers – L&T mtg<br>LSAs- meting   | 27.02.16<br>01.03.16    |            |
|                | Staff know how to report concerns around extremist behaviours                   | Strengthen Prevent input during Induction for new staff   | JS                                   |                         |            |
| Governors      | To improve understanding of Prevent strategy and implications for governance    | Safeguarding governor to be externally trained<br>GK to train FGB   | CK<br>GK                             | 11.02.16                |            |
| Pupils         | Raise awareness with pupils   | Awareness raising through PSHE curriculum activities and publicity materials for upper key stage 2<br>E-safety week | SW                                   | Feb 2016                |            |
| Parents/Carers | To share information with parents to be aware of this strategy                  | Put information on website<br>Newsletter<br>e-safety meeting for parents  | GK/SW                                | March 2016<br>09.02.16  |            |