



DOGSTHORPE INFANT SCHOOL

Prevent Statement




Ratified by: Full Governing Body

Date: 1st October 2020

Minute: 12.2

Review Date: Annually in line with Government Guidelines

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

Statement Overview.

What is the statement for?	This statement is for all members of the Dogsthorpe Infant School family (including supply staff, external providers and volunteers) so that there is common understanding about how we protect our children from the risk of radicalisation.
Who has devised and contributed to this statement?	The policy has been developed by the Safeguarding Team and FGB.
How will this statement be communicated?	The policy is available on the school website and a copy is available from the school office.
How will this statement be monitored?	The policy will be monitored by the Safeguarding Team (including Safeguarding Governor) and FGB.
Which other policies are linked to this statement?	All Safeguarding Policies. This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

Introduction.

Protecting children from the risk of radicalisation is part of our school's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

To assist us in this, we have a designated Safeguarding Team in school which encompasses Child Protection and Prevent. The Team are:

Mrs Rebecca Waters – Headteacher – Prevent Lead
Mrs Emma Marks – Deputy Headteacher
Mrs Sara Hibbert – Family Well Being Champion
Mrs Tina Gardner – Social Responsibility Co-ordinator
Mrs Gaynor Mansell – Safeguarding Governor

All members of the Safeguarding Team completed online Prevent training in 2019/20.

The Prevent Strategy.

- This aims to protect vulnerable children and adults from being at risk from extreme views and consequently prevent people from becoming terrorists or supporting terrorism. It has three key themes (the 3 I's):
 - Ideologies – Respond to the ideological challenges we face from those supporting terrorism
 - Individuals – Provide support and advice to vulnerable individuals, preventing them from being drawn into terrorism
 - Institutions – Work with educational and other institutions to address the risk of radicalisation and violent extremism

(Extremist groups - left wing, right wing, animal rights, environmental, IRA and splinter groups)

- The new Counter Terrorism Bill places a statutory duty on Schools to help prevent young people being radicalised – *'Frontline staff should understand Prevent, be able to recognise vulnerabilities to radicalisation and know where to go to seek further help.'* (Home Office, Dec 2014)
- Prevent is seen at Dogsthorpe Infant School as 'safeguarding' and within school the following key themes in relation to Prevent are being implemented:
 - Leadership and Accountability
 - Training
 - Reporting and Referral Process
 - Curriculum

Leadership and Accountability.

Clear Leadership – Identified Prevent Lead/single point of contact/Safeguarding Lead.

Prevent lead has an understanding of Prevent and its objectives.

Prevent is embedded within the safeguarding policies and procedures and safeguarding responsibilities are clear and explicit.

SLT, Governors, and appropriate staff are aware of Prevent and its objectives.

Training.

School Safeguarding Team are all Prevent trained.

School Prevent Lead attends additional Prevent training and cascades at least annually to staff, SLT and Governors.

Additional staff are appropriately trained in relation to their role as part of the induction process.

SLT and Governors have been Prevent trained and/or will complete the online training.

Prevent Lead and key staff are aware of Channel:
http://course.ncalt.com/Channel_General_Awareness

Reporting and Referral Process.

- Prevent Lead/SPOC identified within school.
- Staff in school know who the Prevent Lead is and this is displayed in the staffroom. If the Lead is absent, staff know to seek out a member of the safeguarding team.
- Internal referral process follows safeguarding process.
- Prevent Lead and key staff know who to contact with a concern – Prevent Team.
- An Audit trail/process exists for reports, concerns and or referrals.

Curriculum.

- Broad and balanced.
- Range of initiatives and activities (spiritual, moral, social and emotional needs).
- Engagement with the local community/ Community Cohesion.
- Development of British Values DfE – Promoting fundamental British values as part of SMSC in schools (Nov 2014).
- Prevent embedded within the curriculum.
- Range of subject areas/across all year groups.
- Development of critical thinking skills (internet safety).
- Regular updates for parents.

Key Contacts

Children's Social Care – 01733 864180

Sue Proffitt, LA Prevent Lead – susan.proffitt@peterborough.gov.uk

Prevent Strategy in School

• Strategic Teaching Approaches

- Teacher attitudes and behaviour - willingness to admit you don't know, acknowledging controversial issues exist, awareness of the teacher's role, willingness to seek help and guidance if uncertain about an issue.
- Specific knowledge – Understanding of other cultures and religions as well as values and beliefs (whilst being careful to avoid 'othering'), knowledge of an alternative values framework.
- Teaching practice and pedagogy – Boosting critical thinking, helping to see multiple perspectives, use of multiple methods and resources, embedding or sustaining dialogue following any specialist interventions, enabling students to tackle difficult issues, linking school work to wider community, drawing evidence from across the curriculum, developing in children a sense of multiple identities and to help children become aware of and comfortable with multiple personal identity.
- Teaching British values of democracy – The right to vote, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.

• Curriculum

Our SHINE values underpin everything that happens in the school and promote community cohesion.

The above strategic teaching approaches are evident in school in the following ways;

- School Council – democratic process, discussion, decision making, responsibility
- Democratic voting in lessons – cross curricular
- Computing – safer use of the internet and social media, research
- Maths – problem solving, understanding and interpreting data
- English – stories, discussions (valuing, participating and justifying opinions) poetry, persuasive and narrative writing

- Geography/History – global awareness and historical context
- RE – respect for the faiths and beliefs of others
- PSHE – critical thinking, discussing difficult issues, issues in the news
- Effective communication with parents – newsletters, website
- Events – performances, festivals
- Shine Times – collective worship/SMSC/achievement
- Enrichment opportunities and events – clubs, visits & visitors
- Science – testing and predicting ideas using scientific method, research
- Involvement with the local community – events/visits and visitors
- Art – appreciation of other cultures