

Waterfield Primary School

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**Aiming High and
Achieving Our Best**

Prevent Statement

2015/16

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Prevent Lead in School – Head teacher - Kaye Gilzene (Designated Senior Lead for Child Protection) in coordination with Inclusion Manager Justin Moss (DSL)

(Attended Prevent Training January 2016)

Aims and Objectives

- Raise the awareness of some of the issues surrounding the prevention of radicalisation and violent extremism.
- Raise awareness around vulnerability, radicalisation and safeguarding.
- Recognise the need and understand processes for support and protection of susceptible or vulnerable people.
- Identify potential opportunities where guidance or intervention may be necessary
- Raise awareness of how educational setting can implement the Prevent Duty

The Prevent Strategy has three key themes (the 3 I's)

- **Ideologies** - Respond to the ideological challenges we face from those support
- **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 right, environmental, IRA and splinter group)

'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.

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 Prevent lead attends additional Prevent training and cascades to staff, SLT and Governors
- Additional staff are appropriately trained in relation to their role
- SLT and Governors have been Prevent trained
- Prevent Training, literature and guidance is available to all staff
- Prevent Lead and key staff are aware of Channel
- <http://course.ncalt.com/Channel> General Awareness
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Reporting and Referral Process

- Prevent Lead/SPOC identified within school
- Staff in school know who the Prevent Lead is
- Internal referral processes follows safeguarding process
- Prevent Lead and key staff know who to contact with a concern – Prevent Team
- An audit/process exists for reports, concerns and or referrals
- Consistency – Not/Check/Share

Curriculum

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

Please see Prevent Guidance Pack for School 2015 (in Safeguarding File) for more detailed information on the following;

Prevent Strategy in School

The strategy at Waterfield Primary School has taken into account push and pull factors that can foster extremism and strategic teaching approaches used as an effective method to tackle issue.

Push factors include

- Lack of excitement and frustration
- Lack of sense of achievement
- Lack of purpose/confidence in the future
- Gaps in knowledge or understanding of faith – in children and parents
- Gaps in knowledge and understanding of context regarding immigrants, migrants and asylum seeker as specific communities within the UK
- Humanitarian compassion for communities involved in global conflict
- Sense of injustice
- Actual or perceived humiliating experiences
- Exclusion – lack of belonging to peer or community

Pull Factors include –

- Charismatic, confident and influential individuals who are potentially in position of power
- Networks/sense of belonging
- Broader community view which enable or do not oppose extremism
- Persuasive clear message, exploiting knowledge gaps
- Social networking media – with no compliance to fact or legal recourse
- Individuals who are skilful in terms of exploiting emotional empathy in others

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

- School Council – democratic process, discussion, decision making, responsibility
- Eco Team – local environmental issues
- ICT – safer use of the internet and social media, research
- Maths – problem solving, understanding and interpreting day
- English – stories, discussions (valuing and 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
- Circle Time – critical thinking, discussing difficult issues, in the news
- Effective communication with parents – newsletter, website
- Assemblies – collective workshop/SMSC/achievement
- Enrichment opportunities and events
- Residential Trips – sense of belonging/school community
- Science – testing and predicting ideas using scientific method research
- Involvement with the local community – events/visits and visitors
- Art – appreciation of other cultures
- Associated policy links – anti-bullying, safeguarding, RE, SMSC

Prevent - Contact Information

Beverly Knight - , Lead Professional – Community Safety, West Sussex County Council, to discuss making a referral to Channel or to just talk through concerns

Telephone the Prevent Team within West Sussex Police on 101 (telephone 9101 from a mobile phone);

Check out the factsheet on 'Channel' available on the website of the Association of Chief Police Officers (visit: acpo.police.uk)