



Prevent Strategy Statement

Date written:	July 2023
Date adopted/reviewed:	September 2023
Review schedule:	Triennially
Policy Area:	SAFEGUARDING

Aims and Ethos

At All Saints CE Primary School & Nursery it is our aim to raise standards by promoting a school ethos that is underpinned by core Christian values. Our Christian values support all areas of learning and can contribute to pupils' motivation to learn. It is recognised that this will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. All our policies and decision making are formed through the lenses of these Christian values to ensure that our school lives them out in all aspects of its collective life.

Prevent Statement

Prevent Lead in school – Philip Asher, Designated Senior Lead for Child Protection, in coordination with Heather Foster & Victoria Moore (Deputy DSLs)

Aim of the Prevent Strategy

The Prevent Strategy aims to 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 and splinter groups)

The 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 All Saints CE Primary School & Nursery as 'safeguarding' and within school the following key themes in relation to Prevent:

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 staff are aware of Prevent and its objectives

Training

- All staff have access to Prevent Training ([Prevent duty training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-training)), literature and guidance.
- All staff complete an annual refresher, either with the School Prevent Lead or using the online course (see link above)
- School Prevent Lead is Prevent Awareness Train the Trainer (HCC) trained (and completes refresher training every three years)
- Governors are also trained by the School Prevent Lead, or using the online course.
- Prevent Lead and key senior staff complete the Referral and Channel training courses (through the link above)

Reporting and Referral Process

- School Prevent Lead identified and publicised within school so all staff, visitors and pupils are aware – they act as the Single Point of Contact (SPoC)
- Internal referral process follows standard safeguarding process (CPOMS) – see Child Protection Policy for details
- School Prevent Lead and DSL staff know who to contact with a concern – Prevent Referral process follows the same process as reporting any other Safeguarding Concern [What is Prevent? - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#)
- An audit trail/process exists for reports, concerns and or referrals (utilising CPOMS)
- Consistency – Note/Check/Share
- Routine discussion of reported concerns and responses forms part of regular DSL meetings

Curriculum

- Broad and balanced
- Shared and integrated into the School's Vision and Ethos
- Wide range of initiatives and activities to support pupils' wellbeing, enrichment and belonging (spiritual, moral, social and emotional needs)
- Diverse range of material and resources used to support learning, ensuring representation of all our school community and beyond (ongoing development is prioritised in our curriculum development strategy)
- Engagement with the local community/ Community Cohesion
- Development of British Values DfE – firmly embedded within the school's values, and actively promoted daily and through policy (e.g. Positive Relationships Policy)
- No 'one off spectacles' – Prevent embedded within the curriculum
- Development of critical thinking skills (internet safety, power of influence)
- Regular updates for parents
- Use of resources identified by the HfL Education and HCC teams: [Prevent in education: resources - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#)

Please see the Prevent Duty Guidance for more information about the duty: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#)

Prevent Strategy in School

The strategy in school has taken into account 'push and pull factors' that can foster extremism and strategic teaching approaches used as an effective method to tackle issues.

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 seekers 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 positions of power
- Networks/sense of belonging
- Broader community views which enable or do not oppose extremism
- Persuasive clear messages, 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 and 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 schoolwork 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, underpinned by our school Vision:

- RE/Worship – respect for the faiths and beliefs of others, tolerance, celebrating sameness and difference, love and kindness for others.
- Worship, School Council– democratic process, discussion, decision making, responsibility, Community
- Care for the planet – Recycling, Stewardship of Earth, local environment issues
- Democratic voting in lessons – cross curricular
- ICT – 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
- Circle Time – critical thinking, discussing difficult issues, issues in the news
- Effective communication with parents – newsletters, website
- Events – Family worship, performances, festivals
- Collective worship/Assemblies/SMSC/achievement, Sing & Celebrate!
- Opportunities and events
- Science – testing and predicting ideas using scientific method
- Involvement with the local community – events/visits and visitors
- Art – appreciation of other cultures
- Integration of Promoting fundamental British values as part of SMSC in schools DfE Nov 2014
- Teaching resources used from a wide range of sources – cultural/faith
- Associated policy links – anti-bullying, safeguarding, RE
- Restorative Practices – through effective behaviour management, Circle Time

Statement Review:

This statement should be reviewed every 3 years.