

St John Vianney Catholic Primary School



"Seeking Growth Together through Jesus"

Prevent Policy (to be read in conjunction with the Prevent Duty 2015)

Date Reviewed: September 2020, September 2022 September 2023

Reviewed by: Katy Arrowsmith

Approved by Headteacher

Date of next review: September 2024

Matters relating to our Prevent Policy can also be found in our Child Protection / Safeguarding Policy, Equality and Diversity Policy, Safer Recruitment Framework and Curriculum Policies. Please refer to these documents for further details.

Much of the work we all do in school will help contribute to the goal of preventing violence. For example, we

- promote pupil wellbeing, equalities and community cohesion;
- build the resilience of the school, working with partners to prevent pupils becoming the victims or causes of harm;
- work with other agencies and parents to build community networks of support for the school.

The Government definition of extremism is: “Being 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.” We have also included in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

We all have a role to play in building our community and making Blackpool a place where people from all backgrounds get on and live safely together. In recognising extremism, early indicators may include:

- showing sympathy for extremist causes;
- glorifying violence;
- evidence of possessing or accessing illegal or extremist literature;
- advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-prescribed extremist groups such as ‘The English Defence League’.

The school actively promotes the government’s definition of British values from the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The school takes a broad, holistic view towards preventing violent extremism. We divide our approach into the following three areas –

1. Ensuring appropriate adult interaction with pupils:

We operate a safer recruitment policy to ensure that our staff, students and volunteers are suitable to work with children. See our ‘Safer Recruitment Procedures’ for details.

The school researches any person/visitor who comes to school to present information directly to our pupils. We do not allow anyone to present information to the school community that is not in accordance with the schools ethos of encouraging tolerance and respecting diversity.

On entering the school building, all visitors are asked to sign in at the school office and, by doing so, they are agreeing to abide by the school ethos outlined above. Anyone who declines our request to sign in and agree to supporting this ethos will not be given access to our school community.

2. Our curriculum:

Within the context of the curriculum, five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools. Model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;
3. understand how to support individuals who are vulnerable through strategies to support, challenge and protect;
4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;
5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The development of Social, Moral, Spiritual and Cultural education (SMSC) takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity and their learning. SMSC has strong links to religious education, collective worship and Personal, Social, Health and Emotional education (PSHE). Children have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in.

Also embedded within the curriculum is the opportunity for children to read stories from other cultures where they learn and reflect on difference and similarity. They explore

different number systems and have weekly French lessons in Key Stage 2, where they learn about the French culture and acquire language skills. E-safety teaches children about appropriate online behaviour, activity and information gathering. The teaching of Art, Music, D&T, History and Geography gives children opportunities to explore a range of cultures through events, trips, topics and contexts and in English they discuss topics such as dealing with dilemmas and challenging stereotypes (see curriculum overviews for further guidance). Our school behaviour policy is centered around the three key themes of **‘being ready, respectful and safe’** are embedded throughout our school community .

3. Dealing with incidents / concerns:

Where necessary our experienced SEN team run sessions on inappropriate name-calling and behaviour that has implied a lack of respect towards others. This work focuses on children/classes / year groups according to level of need following analysis of our behaviour records.

If a member of staff is concerned that something that they see or hear from a child or their family indicates that they may be exposed to ideas that promote fundamentalism or radicalisation, then they must report this to the Designated Senior Person / CP Lead immediately. The Blackpool policy on next steps will then be adhered to. This will involve notifying the parents, Children’s Social Care, and Prevent, as appropriate. Please see our CP/ Safeguarding Policy for more details.

Staff and Governor Training

All staff and governors will receive training at least every three years (with an annual refresher) and all students and volunteers will be informed about the Prevent Strategy as part of their induction.

Key contacts:

- **At St John Vianney Catholic Primary School:**

***Designated Senior Person / Safeguarding Leads – Mrs. Clare Evans, Mrs. Katy Arrowsmith
Mr Peter Duffy***

Teaching and Learning Lead – Mrs. Clare Evans

PSHE Lead – Mrs. Anna Acton

E-safety/Internet Safety Lead – Mr. Chris Walsh

- **At Blackpool Authority:**

Blackpool Duty and Assessment Team 01253 477299

Lancashire prevent team : 01254 585260

Counter Terrorism Policing North West 01282 472329

concern@lancashire.pnn.police.uk

- **Other support available:**

Police Preven Andrea Bradbury_01772 412604

Channel Panel Chair Paul Lee (BwD)_01254 666435

Syria – www.preventtragedies.co.uk/www.familiesmatter.org.uk

Preventforschools.org

Reviews

September 2018; September 2020, September 2022

To be reviewed September 2024