



**DE LACY
PONTEFRACT**

**De Lacy Primary School
PREVENT Policy
2018-19**

Date written:	November 2018
Next review date:	September 2019
Reviewed by:	Mrs Hughes and Mrs Winters

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Prevent Policy

Date of Policy: November 2018

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Designated Safeguarding Lead: Claire Hughes

Deputy Designated Safeguarding Leads: Michelle Winters and Helen Dancey

School Prevent Officer: Claire Hughes

Definitions and objectives

The aim of the Prevent strategy, as outlined in “Protecting vulnerable people from being drawn in to terrorism” (HM Government 2015) is,

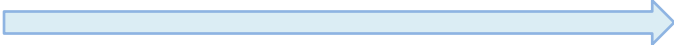
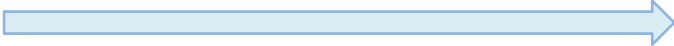

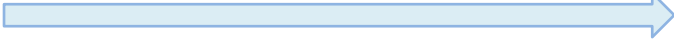
“to reduce the threat to the UK of from terrorism by stopping people becoming terrorists or supporting terrorism.”

The document defines extremism as,

“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.”

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_FINAL.pdf

The Prevent strategy is based on four areas of work:

Pursue		To stop terrorist attacks
Prevent		To stop people becoming terrorists or supporting terrorism
Protect		To strengthen our protection against a terrorist attack
Prepare		To mitigate the impact of a terrorist attack

In response to this document De Lacy Primary School has developed three aims:

☐ To develop a curriculum where children are taught to recognise and celebrate diversity and difference in their own communities and in the wider society.

☑ To respond consistently and confidently if ideological challenges to individual liberty, tolerance and mutual respect for different faiths and beliefs occur.

☑ To work together with parents and stakeholders to ensure we are part of the wider community and that our ethos permeates respectfully.

At De Lacy Primary School, we believe tackling extremism or potential radicalisation is part of our duty of care for safeguarding. Our aim is to ensure that all children and families understand what our key values are and supports us to promote them. In response to Prevent duty set out in the Counter Terrorism Act, the DfE have published guidance to help schools. The guidance is clear that extremism and radicalisation are safeguarding concerns and should be dealt with appropriately through Channel.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Ofsted guidelines

Within the Ofsted 'School Inspection Handbook' (September 2015), under Defining spiritual, moral, social and cultural development, it clearly states:

The spiritual development of pupils is shown by their:

☑ Ability to be reflective about their own beliefs, religions or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

The moral development of pupils is shown by their:

☑ Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England

☑ Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

☑ Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

☑ Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

☑ Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.

☑ Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

☑ Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in contributing to develop Britain.

☒ Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

De Lacy School procedure:

The Head of School shall begin each academic year with an assembly for each year group to promote the Equality Act 2010 and identify the impact of the Act on life at De Lacy Primary School. Each year group will be given lesson plans to be delivered in PSHE as part of the 'No Outsiders' Equalities curriculum. All lesson plans use a picture book as stimulus. At De Lacy Primary School, whilst teaching equalities and embedding the 'No Outsiders' ethos in the curriculum, teachers also take care to refer to the Prevent Co-ordinator or Designated Safeguarding Leads (DSL) any concerns they may have about:

- ☒ Changes in a child's behaviour
- ☒ Overtly religious comments
- ☒ Comments about current affairs that could suggest radical opinion
- ☒ Children or adults enforcing a religious view on others
- ☒ Literature or leaflets found on the school premises or dispersed through social media

The issue will be investigated and discussed with appropriate actions taken as necessary. This may involve contacting Channel or MASH (Multi-Agency Safeguarding Hub).

The school will monitor websites accessed by children while using iPads, laptops and other ICT and we encourage children to talk to an adult if they hear anything that worries them. We also encourage parents to speak to a senior member of staff if they are aware of anything outside the school that gives cause for concern.

Monitoring

Where referrals have been made, steps will be taken to monitor children's activities and attitudes in order to ensure on-going safeguarding. A yearly report will be written for the Governors.