



Ravens Academy

Prevent Policy

2017

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 all we do in the academy 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 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 'One Tower Hamlets' and making the borough 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 are suitable to work with children. We use the 'Safer Recruitment Framework' for this.

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. If visitors will be presenting information to pupils, the content of their talk is agreed in advance. All visitors of this nature are supervised at all times by school staff.

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 understand and use Fundamental British Values (FBV), 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 curriculum and the wide range of activities the children participate in.

Assemblies are used to help children learn about diversity and tolerance. Our assembly rota ensures that children have regular opportunities to reflect on different cultures, religious festivals from across the world and how they relate to their own lives.



3. Dealing with incidents / concerns:

All teaching staff have received explicit PREVENT training, while non-teaching staff have been trained in the issues through their Child Protection Training so that any concerns can be identified quickly and prompt measures taken.

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 Safeguard Lead / CP Lead immediately. They may lead to notifying the parents, Children's Social Care, The Social Inclusion Panel and Prevent, as appropriate.

Key contacts:

Lead on PREVENT – Karen Hammond

Deputy DSL- Elaine Rendall