



## HOW DOES THE PREVENT STRATEGY APPLY TO SCHOOLS

From July 2015 all schools have a duty to safeguard young people from radicalisation and extremism. This means we have a responsibility to protect young people from extremism and violent views the same way we keep them safe through E-safety or protect them from drugs.

## PREVENT POLICY STATEMENT

St Gregory's Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We help our children become positive, happy members of our society through clear teaching of our ethos and values. Our curriculum and a variety of school activities also contribute to the Prevent strategy.

## AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that:

- All staff and governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to make sure they are appropriate and effective.

## DEFINITIONS AND INDICATORS

Extremism is defined as the holding of extreme political or religious views.

Radicalisation is defined as the act of making a person or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind.

Ideology is defined as the beliefs or opinions of an individual.

Terrorism is defined as the use of terror and violence to intimidate.

## PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at St Gregory's Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (via the Designated Safeguarding Lead – currently The Headteacher)

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up to date guidance and best practice.

The Designated Lead for Child Protection and Safeguarding (or Deputy in his/her absence) will deal swiftly with any referrals made by staff or with concerns reported by staff, and will decide when a referral to external agencies is needed.

## OUR CURRICULUM

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Respect, diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. The development of Social, Moral, Spiritual and Cultural education (SMSC) is embedded within 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 link to the local, national or global community. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

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 Literacy they discuss topics such as dealing with dilemmas and challenging stereotypes.

Our assemblies give the children opportunities to reflect on different cultures, religious festivals from across the world and how they relate to their own lives.

**Reviewed by FGB - 21/10/2020**

**Reviewed by LGC – 05/02/2024**