



# **Humshaugh C of E (Aided) First School**

## **Prevent Policy**

<b>Date Agreed</b>	<b>January 2017</b>
<b>Date to be reviewed</b>	<b>September 2027</b>
<b>Signed</b>	<i>J.L.Long</i>

### **Introduction**

The Prevent Duty Guidance came into force on 1 July 2015.

Humshaugh First School has a duty to keep children safe and promote their welfare with regard to terrorism. We are now required to 'have due regard to prevent people from being drawn into terrorism'. To be both effective and lawful, we must meet specific legal duties including those arising from the Prevent Duty. This sets out the need for 'British Values' to help everyone live in safe and welcoming communities where they feel they belong.

The head teacher will keep a register of attendance, highlighting any lengthy periods of absence and investigate the reasons for any long periods of absence.

The head teacher will teach children not to keep secrets from adults and teach every child that if an adult asks them to keep a secret (other than as a surprise for birthdays etc) that they must tell another adult they trust.

All staff and governors completed the relevant training (as of January 2017) and all staff have completed online refresher training-see training record.

## **The British Values are defined as:**

### Democracy:

Making decisions together as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development: Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### Rule of law:

Understanding rules matter as cited in Personal Social and Emotional development. As part of the focus on managing feelings and behaviour: Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### Individual liberty:

Freedom for all. Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

### Mutual respect and tolerance:

Treat others as you want to be treated as part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World. Staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Not unique to Britain, these values are universal aspirations for equality. As such they are fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society. Humshaugh First School must demonstrate these values through the management and implementation of policies and procedures relating to equality, behaviour, safeguarding and British values, with which the Prevent Duty is consistent. We must ensure that we all share these values, and that they are understood and applied by all staff, volunteers, and where appropriate, parents. Failure to do so may result in funding being withdrawn by the local authority.

### **To fulfil the Prevent Duty, Humshaugh First School must ensure:**

We focus on children's personal, social and emotional development, ensuring children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences

between themselves and others, and challenge negative attitudes and stereotypes.

Staff are alert to harmful behaviours by influential adults in the child's life. This may include discriminatory and/or extremist discussions between parents, family and/or staff members. Staff must take action when they observe behaviour of concern

Staff are able to identify children who may be vulnerable to radicalization, and know what to do when they are identified.

Staff assess the risk of children being drawn into terrorism, and work in partnership with local partner, to take account of local risks and respond appropriately.

Staff make referrals to local Channel Panels, Channel Police Practitioners or the LSCB, if there are concerns that an individual may be vulnerable to being drawn into terrorism or extremism.

### Information from Prevent Workshop

Preventtragedies.co.uk

Let's talk about it – working together to prevent terrorism:

[www.itai.info/what-is-prevent](http://www.itai.info/what-is-prevent)

### **Local contacts:**

[preventmailbox@northumbria.pnn.police.uk](mailto:preventmailbox@northumbria.pnn.police.uk)

Michelle Redfern (4514)

Community Engagement Officer

Blyth Police Station

Northumberland Area Command

Tel: 101 Ext 61954    Mobile: 0774 7758 181

<http://www.northumbria.police.uk>

Steve Fear is the county council's community intelligence manager:

[Stephen.Fear@northumberland.gcsx.gov.uk](mailto:Stephen.Fear@northumberland.gcsx.gov.uk)

Schools/Early Years with concerns about staff and links to violent extremism should contact the Local Authority Designated Officer (LADO).

North East Counter Terrorism Unity – Anti Terrorist Hotline:

<http://www.northeastctu.police.uk/advice/anti-terrorist-hotline>

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