Reinwood Infant and Nursery School

Prevent Statement

(Reviewed Annually)

Reviewed September 2021	**Reviewed September 2022**
Reviewed September 2023	**Reviewed September 2024**
Reviewed September 2025	**Next Review September 2026**

The Counter Terrorism Bill places a statutory duty on Schools to help prevent young people being radicalised – 'Frontline staff should understand Prevent, be able to recognise vulnerabilities to radicalisation and know where to go to seek further help.'

Prevent Lead in school – Mrs Symonds Head Teacher (school Designated Safeguarding Lead)

(Attended Prevent training – February 2022)

The Prevent Strategy – Aims to prevent people from becoming terrorists or supporting terrorism. It has three key themes (the 3 I's):

- **Challenging <u>Ideologies</u>** – Respond to the ideological challenges we face from those supporting terrorism
- **Protecting vulnerable <u>Individuals</u>** – Provide support and advice to vulnerable individuals, preventing them from being drawn into terrorism
- **Supporting <u>Institutions</u> where there is risk of radicalisation** – Work with educational and other institutions to address the risk of radicalisation and violent extremism (Extremist groups - left wing, right wing, animal rights, environmental, IRA and splinter groups etc)

Prevent is seen at Reinwood Infant and Nursery School as 'safeguarding' and within school the following key themes in relation to Prevent:

Leadership and Accountability –

- Clear Leadership – Identified Prevent lead/single point of contact/Safeguarding Lead: Michelle Symonds
- Prevent lead has an understanding of Prevent and its objectives
- Prevent is embedded within the safeguarding policies and procedures and safeguarding responsibilities are clear and explicit
- SLT, Governors, SMT and all staff are aware of Prevent and its objectives

Training –

- School Prevent Lead is Prevent trained
- School Prevent lead attends additional Prevent training and cascades to staff, SLT and Governors
- Additional staff are appropriately trained in relation to their role
- SLT and Governors have been Prevent trained
- Prevent Training, literature and guidance is available to all staff
- Prevent Lead and key staff are aware of Channel

Reporting and Referral Process –

- Prevent Lead identified within school – Michelle Symonds
- Staff in school know who the Prevent Lead is
- Internal referral process follows safeguarding process
- Prevent Lead and key staff know who to contact with a concern – Prevent Team

- An Audit trail/process exists for reports, concerns and or referrals
- Consistency – Note/Check/Share
- Development of 'Lessons Learnt' – with SLT and Governors as necessary

Curriculum –

- Broad and balanced
- Range of initiatives and activities (spiritual, moral, social and emotional needs)
- Engagement with the local community/Community Cohesion. Community Hub information.
- Development of British Values DfE – Promoting fundamental British values as part of SMSC in schools
- No 'one off spectaculars' – Prevent embedded within the curriculum
- Range of subject areas/across all year groups
- Development of critical thinking skills (internet safety, power of influence)
- Regular updates for parents

Prevent Strategy in School

The strategy in school has taken into account push and pull factors that can foster extremism and strategic teaching approaches used as an effective method to tackle issues.

Push factors include –

- Lack of excitement and frustration
- Lack of sense of achievement
- Lack of purpose/confidence in the future
- Gaps in Knowledge or understanding of faith – in children and parents
- Gaps in knowledge and understanding of context regarding immigrants, migrants and asylum seekers as specific communities within the UK
- Humanitarian compassion for communities involved in global conflict
- Sense of injustice
- Actual or perceived humiliating experiences
- Exclusion – lack of belonging to peer or community

Pull Factors include –

- Charismatic , confident and influential individuals who are potentially in positions of power
- Networks/sense of belonging
- Broader community views which enable or do not oppose extremism
- Persuasive clear messages, exploiting knowledge gaps
- Social networking media – with no compliance to fact or legal recourse
- Individuals who are skilful in terms of exploiting emotional empathy in others

Strategic Teaching Approaches –

- **Teacher attitudes and behaviour** - willingness to admit you don't know, acknowledging controversial issues exist, awareness of the teacher's role, willingness to seek help and guidance if uncertain about an issue

- **Specific knowledge** – Understanding of other cultures and religions as well as values and beliefs (whilst being careful to avoid 'othering'), knowledge of an alternative values framework
- **Teaching practice and pedagogy** – Boosting critical thinking, helping to see multiple perspectives, use of multiple methods and resources, embedding or sustaining dialogue following any specialist interventions, enabling students to tackle difficult issues, Linking school work to wider community, drawing evidence from across the curriculum, developing in children a sense of multiple identities and to help children become aware of and comfortable with multiple personal identity.
- **Teaching British values of democracy** – The right to vote, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs

Curriculum – The above strategic teaching approaches are evident in school in the following ways;

- School Council – democratic process, discussion, decision making, responsibility
- Playground Friends – Wellbeing and Behaviour Support
- Rights Respecting Schools – respect for others and awareness of rights of children in own and other countries, working together, building friendships
- Eco Team – local environment issues
- Democratic voting in lessons – cross curricular
- Computing – safer use of the internet and social media, research
- Maths – problem solving, understanding and interpreting data
- English – stories, discussions (valuing, participating and justifying opinions) poetry, persuasive and narrative writing
- Geography/History – global awareness and historical context
- RE – respect for the faiths and beliefs of others
- Circle Time – critical thinking, discussing difficult issues, issues in the news
- Theme/Curriculum Days/Weeks – sense of community
- Effective communication with parents – newsletters, website
- Assemblies – collective worship/SMSC/achievement
- Enrichment opportunities and events – clubs, pantomime, performances
- School Trips – sense of belonging/school community/awe and wonder
- Science – testing and predicting ideas using scientific method, research
- Involvement with the local community – events/visits and visitors
- Art – appreciation of other cultures
- Integration of Promoting fundamental British values as part of SMSC in schools
- Teaching resources used from a wide range of sources – cultural/faith
- Associated policy links – anti-bullying, safeguarding, RE, SMSC

Key information

Channel – Leading mechanism to support and protect vulnerable individuals who are at risk of being drawn into terrorist related activity (including Channel Referral Process)

The Kirklees Safeguarding Panel – multi-agency approach to safeguarding vulnerable children, young people and adults at risk of radicalisation, violent extremism and terrorist related activity (including Kirklees Safeguarding Flow Chart)

Role of the SPoC – Single Point of Contact

Information Sharing and Confidentiality – statutory duty to share information where there are concerns about the safety and well-being of a child or adult

Kirklees Prevent Contact Details (including the following) –

Channel and raising concerns guidance

- Making a Channel referral
- Report online material promoting terrorism or extremism
- NSPCC 24/7 helpline
- The Active Change Foundation (ACF) provides a confidential helpline to prevent British nationals from travelling to conflict zones 020 8539 2770
- Report anything suspicious to the Police anti-terrorist hotline online or call 0800 789 321
- West Yorkshire Police - Prevent
- If your inquiry is an urgent referral then please contact the police via 101 or 999

Contact

- Kirklees Prevent Hub 01924 483747 or Jade Smith on 07890 586041
- Email - prevent@Kirklees.gov.uk
- X - @Kirkleesprevent