



## Prevent/Anti-Terrorism Policy Ratified by Governors

### Aims and Ethos

Children at Herrick Primary School bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more.

**Challenge** - We aim to build successful learners through high expectations of learning and behaviour to allow all pupils opportunities to fulfil their full potential, make good progress and learn lifelong skills.

**Creativity** - Is a strong focus, ensuring that school is fun! The school will be a bright, attractive and stimulating place to learn.

**Community** - We value parents and governors as our partners in education and will involve them, and the wider community, in the life of the school. We will enable all pupils to become responsible citizens who will make a positive contribution to society and build economic well-being.

**Caring** - Children will be happy and secure, and their achievement will be celebrated and valued by all. They will learn to respect, and be responsible for, their environment.

**Consistency** - The school will grow and change, but we will remain true to our vision.

**Communication** - We realise the importance of efficient, effective communication. Everyone must feel that they have opportunities for consultation and be kept informed.

**Confidence** - To build independent and confident learners who are able to live safe, healthy and fulfilling lives; equipping them for future challenges.

Herrick 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 members of 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. In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

### Definitions and Indicators

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

**Extremism** is defined as the holding of extreme political or religious views. The Governing Body has a **zero tolerance** approach to extremist behavior. We rely on our strong values to steer our work, and ensure that the pastoral care of our pupils protects

them from exposure to negative influences. Furthermore, our positive promotion of behaviour through the PSHE curriculum and assemblies, equips our pupils with the skills to reject violence in all its forms.

### **Aims and Principles**

The main aims of this policy statement are to ensure that Herrick staff members are all 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:**

Pupils are encouraged to adopt and live out our core values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.

Pupils are helped to understand the importance of democracy and freedom of speech, through assemblies and through pupil voice.

Pupils are taught how to keep themselves safe, in school and when using the Internet.

Pupils participate in local community events so that they appreciate and value their community.

Pupils’ wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.

Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

Governors and all school staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

### **CONTEST**

The Office for Security and Counter Terrorism works to counter the threat from terrorism, and its work is detailed in the counter terrorism strategy - CONTEST. This 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.

This policy has been formulated in line with 2008 Department for Children Schools and Families (DCSF) document entitled ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’ Resources from the document will be used in school. Primarily our work will be concerned with PREVENTION which is outlined more specifically in the DCSF document.

This policy should be read alongside the school’s Safeguarding, Equal Opportunities,

E-Safety and Anti-bullying policies.

### **Procedures for Referrals**

Any member of staff who has a concern must report it immediately to:

Designated Senior Person (DSP) – Mr U Patel, Headteacher.

Assistant DSP – Miss S Kaur (in his absence)

Assistant DSP – Mrs A Aydin (in his absence)

Depending on the severity of the comments made the following action will be taken:

- DSP will discuss the comments with the pupil.
- DSP will record the incident on our CPOMS electronic Safeguarding system.
- DSP will contact the parents/carers of the pupil.
- DSP will advise Mrs Smart (Safeguarding Governor), of the incident and his actions.
- The DSP will then contact the local authority and/or police if deemed necessary.

### **The role of the Curriculum**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE (Religious Education), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths, visit places of worship and are taught about how to stay safe when using the Internet.

Effective tackling of controversial issues can help pupils challenge their own and others' perceptions and misconceptions. To do this, classroom practices include:

- Delivering questioning techniques, to open up safe debate.
- Building confidence, to promote honesty.
- Ensuring freedom of expression and freedom from threat.
- Debating fundamental moral and human rights principles.
- Promoting open respectful dialogue.

### **Staff Training**

Through INSET opportunities in school, we will ensure that our staff members are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. All staff at Herrick have completed an on-line Safeguarding course including Prevent.

### **Governors**

Governors are kept informed about developments in this area through the Safeguarding Governor. The Designated Senior Person and the Safeguarding Governor meet regularly.

## **Policy Review**

The Anti-Terrorism policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.