



Prevent duty

'Prevent' relates to the Counter Terrorism and Security Act 2015 which came into force on 1st July 2015.

Since July 1st July 2015, there has been a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism', and this is called the 'Prevent Duty'.

Prevent is part of the Government's counter terrorism strategy. Its aim is to stop people from becoming terrorists or supporting terrorism in all its forms: domestic or international.

What is radicalisation?

'Radicalisation' refers to the process by which a person comes to support terrorism and forms of extremism, leading to terrorism. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

What is extremism?

Vocal or active opposition to fundamental British Values. British Values are: democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Extremism can take many forms and being drawn into terrorism can include both violent and non - violent extremism.

Schools are expected to encourage pupils to respect others, paying particular regard to the protected characteristics as set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation)

At Foxhills Infant School protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Our school learning values (independence, creativity, emotional awareness, spirituality, collaboration and thinking) teach children respect and tolerance of others. Our pedagogical approaches promote democracy and individual liberty as children are encouraged to make choices about how they learn and can access resources to help them. Our school rules support children in understanding 'the rule of law' and the importance of collectively upholding a set of values, so a community can work positively together.

We actively encourage children to debate 'big ideas' and through the curriculum children are able to explore diversity and understand Britain as a multi-cultural society. For our youngest children, the resources we use in continuous provision, promote diversity positively and as part of everyday life (e.g role play). We are confident that we promote British Values.

We believe that school should teach children about risks in everyday life and we support children to assess risks for themselves. This enables us to provide a safe space in which children, young people and staff can understand risks associated with terrorism and develop the knowledge and skills to be able to raise questions and concerns. In our early year's classrooms, the provision we provide and the curriculum on offer enables children to develop knowledge and understanding of the world and assists with their personal, social and emotional development.

Risk Assessment

In accordance with the school's safeguarding principles, all adults listen to children and children are able to share concerns. We look out for any changes in children's behaviour which could indicate that they might need help or protection such as; changes in mood and behaviour, self-harming and specific extremist signs; sympathy for extremist causes, glorifying violence, evidence of being in possession of extremist literature.

Emotional signs may include: withdrawn, depressed, confrontational, changes in mood

Verbal signs may include: scripted speech, inappropriate questions, change in language, closed to new ideas, hiding views and opinions

Physical sign may include: internet addiction, change in clothing, change to routine, suddenly having money

Adults spotting signs of concerning behaviour take action and always report concerns by following the school's clear procedures that are in place to safeguard children.

Staff need to follow:

Notice: be aware to the emotional, verbal and physical signs

Check: have any other people working closely with the child also noticed?

Share: always tell a DSL (Lucy Howe, Heather James, Carol Whitmarsh)

Working in Partnership

The school is committed to working in partnership with parents, carers and children's families. All school staff are able to signpost parents to the right support mechanisms if they raise concerns. To assist with this, all staff have this information attached to their identity badges. **Always advise a DSL if you have concerns**

Staff Training

All staff and governors have carried out WRAP training (workshop to raise awareness of prevent). The school's DSL's have undertaken Prevent Awareness training and are therefore able to provide training, advice and support to colleagues on how to protect children from risk of radicalisation.

Building children's resilience to radicalisation

Foxhills Infant School aims to build pupils' resilience to radicalisation by providing a safe environment for debating issues and helping children to understand how they can influence and participate in decision-making.

We purposefully and actively promote spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. In addition, Personal, Social and Health Education (PSHE) is an effective way of providing pupils with time to explore sensitive issues, and equipping them with the knowledge and skills to understand and manage difficult situations.

The curriculum is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and well-being. Children are taught how to risk assess and learn about staying safe on-line. We teach pupils to develop effective ways of resisting pressures, including knowing when, where and how to get help. This starts with positive playtimes and learning the skills needed for managing friendship disputes.

All the staff at Foxhills Infant School encourage pupils to develop positive character traits. Our learning values; Collaboration, Emotional Awareness, Thinking, Creativity, Spirituality and Independence, teach children the learning behaviours that prepare them for responsible citizenship and enable them play a full and active part in society. Through PSHE lessons, children are encouraged to explore social issues critically, to be positive about other's views and to not be influenced by negative peer pressure they may encounter.

Pupils learn about democracy by being given the opportunities to ask questions, challenge ideas and be creative in their thinking. Children are able to contribute to discussions and reflect on and evaluate the views of the school community through the school council. Children are supported to recognise, understand and stand up for the rights of themselves and others. Our curriculum also enables children to solve problems with others or by themselves, by thinking of different ideas and approaches to it.

Our young children are learning about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. We develop this by the resources used in the school and our assembly themes.

Children are taught how to keep safe in school and in wider community, but also online, through e-safety lessons. Children know that they can talk to any adult in school if they feel unsafe or have any worries. Our ELSAs also provide children with a listening ear whenever they need it and all adults make time to talk to children.