

Parson Street Primary School

PREVENT Policy
2023-2024



ETHOS STATEMENT

It is the aim of the Governing Body of Parson Street Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

Empowering all to create opportunities for life- long learners in our communities.

INTRODUCTION

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation!

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), Parson Street Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

DEFINITION

Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views".

STRATEGIES FOR PREVENTING EXTREMISM

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their 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

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

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AIMS

At Parson Street Primary School we follow the principles outlined in the DCSF toolkit which seeks to:

- **Raise awareness** within school of the threat from violent extremist groups and the risks for young people.
- Provide **information** about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the **positive contribution** they can make to empower young people to create communities that are more resilient to extremism, and **protecting the wellbeing** of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting Every Child Matters (ECM) outcomes for all pupils
- Promoting pupil wellbeing, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school
- Ensuring diversity is celebrated and difference valued
- Recognising, dealing with and recording racist incidents, between both children and parents (see Appendix 1)
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, through establishing appropriate levels of filtering

Every teacher who joins the school will carry out the **Prevent E-learning** training, produced by the Home Office to raise awareness of Prevent.

The toolkit forms the body of this policy and is available to download from:

www.communitycohesionncc.org.uk/docs/280.pdf

This policy should be read alongside guidance issued from the DfE:

www.safeguardingschools.co.uk/wp-content/uploads/2015/07/Prevent-duty-Guidance-and-Social-Media-briefing-DfE-June-2015.pdf

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Support materials are available from:

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APPENDIX 1

Procedures to be followed for recording and dealing with racist incidents

This policy covers student to student interaction. If the incident involves a pupil and the alleged perpetrator is a member of staff, it will be dealt with according to the school's Disciplinary Procedures.

In incidents where the victim and the alleged perpetrator are both members of staff, the incident will be dealt with according to TILA's Disciplinary Policy.

Principles

- The school believes that all pupils, regardless of their race, nationality, culture or religion, are entitled to an education, which is free from racial discrimination and harassment.
- All staff are expected to take all allegations seriously and to implement the agreed policy and procedures.
- Dealing with racist incidents should be seen as part of the school's Anti-bullying policy.
- The Headteacher and other appropriate staff will keep staff and governors updated on racial equality and harassment issues through CPDL sessions, briefings and INSET.
- The Headteacher or DSL will present an annual report to the Governing Body on any racist incidents logged on CPOMS. This data is also sent in summary form to the LA.

The Legal Position

- Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.
- Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. "Racial grounds" are defined as race, colour, nationality – including citizenship – or ethnic or national origins.
- Under the Criminal Justice and Public order Act (1994) intentional racial harassment is a criminal offence. The Definition of a Racist Incident Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that: "A racist incident is any incident which is perceived to be racist by the victim or any other person." This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

Examples of Racial Harassment in School

Racial harassment in school might include:

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- verbal abuse of any kind, including name calling. (Terms such as “Paki”, “Gypo”, “Pikey, Nigger” etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.)
- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- ostracism in the playground, classroom or working groups;
- racist jokes (including jokes about other nations or particular groups);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- distribution of racist literature, including jokes, cartoons, drawings etc.

Values, Ethos and Relationships

- Parson Street Primary School is committed to an inclusive policy which encourages strong relationships, mutual understanding and respect and the celebration of equality and diversity.
- Every child in the school is valued equally.
- Staff respect and nurture the individual identity of all children.
- Governors and staff are committed to fairness, justice and respect in the way they behave towards each other. Everyone is aware that racism is unacceptable and will not be tolerated.
- Governors and staff value cultural and ethnic diversity and celebrate the achievements of all pupils through the curriculum, assemblies, displays, available resources and school events.

Where ethnic minority pupils form part of our school community, every effort is made to ensure that;

- minority ethnic pupils feel that their home language, background and culture are valued;
- the parents of minority ethnic pupils feel positive about the school and are involved in their child’s education;
- staff are sensitive to the specific cultural, educational, and emotional needs of children such as those with English as an additional language (EAL), Traveller children, refugees or asylum seekers.

The Curriculum and Race Equality

In order for all children in the school to learn about their rights and responsibilities in a modern Britain, the curriculum is designed to include:

- teaching about the entitlement of each individual to basic human rights;

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- using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and justice;
- selecting books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world;
- offering a global dimension to the curriculum which introduces pupils to the achievements of people in the wider world and issues of world history and development;
- involving people from a range of backgrounds to share their experiences with pupils and pass on their knowledge and skills;
- examining viewpoints and lifestyles and how they can be influenced by religious, social, cultural and economic factors;
- providing opportunities for children to work co-operatively and collaboratively, to listen to each other and to discuss different viewpoints in a calm and rational manner;
- developing the critical skills and knowledge of pupils so that they are able to detect and challenge examples of bias, prejudice, stereotyping and racism;
- encouraging pupils to discuss openly examples of conflict and prejudice so that they are enabled to deal effectively with racist incidents and counter racial harassment.

Working with Parents

All parents of pupils at the school are expected to support the school in promoting race equality and countering racial harassment. The school will:

- inform all parents about the school's policy on race equality
- encourage all parents to play an active part in the life of the school and report any concerns they have about racism in the school;
- ensure that parents are informed if their child has been the victim of a racist incident. They will be told about the action taken by staff and reassured that the staff will support the child and make every effort to prevent any recurrence of the incident;
- use opportunities presented by assemblies, school functions, Parents' evenings and newsletters to share with all the parents the commitment of the school to race equality;
- challenge any racist views or comments which may be expressed by parents in discussion with a member of staff or on the school premises, and drawing their attention to the school policy, LA guidelines and national legislation;
- be alert to incidents which take place outside the school premises and being prepared to support families under threat of racial harassment. This might include working with outside agencies such as the Avon and Somerset Police

Dealing with the Perpetrator(s) of a Racist Incident

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this will could be

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seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents. Prompt, appropriate and consistent responses from staff will encourage pupils and parents to report incidents and share their concerns and worries.

As far as the perpetrator is concerned, it is the behaviour the school disapproves of and not the child. Effective action could include:

- investigating the incident to ascertain the facts, together with the background which led up to the incident;
- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong, hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, asking the pupil to apologise for his/her action;
- referring the incident, where appropriate, to a senior member of staff for disciplinary action in accordance with the school's Positive Behaviour Policy;
- contacting the parents to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is a repetition;
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment which might help and encourage the pupil to overcome his/her prejudices and to desist from engaging in similar behaviour in the future.

Supporting the Victim

Action taken to deal with a racist incident must include support for the victim. A caring, sensitive approach that includes reassurance will help demonstrate the school's commitment to combating racism. Effective action could include:

- speaking separately to the victim, giving him/her support and reassurance;
- offering the pupil an opportunity to talk about the incident and say how he/she feels;
- asking whether the pupil has been subject to racism on previous occasions;
- recognising that the pupil might rather talk about the incident at a later stage;
- explaining to the pupil the action that has and/or will be taken;
- reassuring the pupil the school's commitment to combating racism and encouraging him/her to report incidents in the future;
- informing the parents of the incident; explaining what has happened and what action has been taken by the school; reassuring them that the school will take steps to try to prevent any repetition of the incident and supporting parents if they wish to make a complaint to the police.
- should an interpreter be required or if the family requires further support by contacting the local authority.
- Care needs to be taken where an allegation of racial harassment is proven, on investigation, to be groundless, the complainant needs to have the

situation explained with due sensitivity to ensure that they are not discouraged from expressing any similar concerns.

Following up An Incident Effective action could include:

- Considering whether the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way;
- Monitoring the perpetrator's future behaviour;
- Considering whether any other members of staff need to be informed
- Identifying any particular places or times when pupils might be vulnerable, alerting duty staff and TAs by way of the guidance bulletin; encouraging staff to keep an eye on the victim building up his/her trust over time;
- Consider whether the topic needs to be part of a class discussion, phase or whole-school assembly;
- Staff to be alert for pupils who may be suffering in silence.

Recording and reporting Procedures

- All incidents should be reported and recorded;
- The DSLs are responsible for overseeing the reporting procedure and will monitor the incidence of racial harassment on a regular basis;
- The information recorded will be included in termly Reports to Governors, where there is information to report, and the return made annually to the LA.
- A record will be kept of action taken by the school;