Logo

Description automatically generated

Prevent Policy

Including EYFS

**Complied by:** Rena Begum

**Reviewed by:** Zainab Ali

**Reviewed on:** September 2022

**Next review Date:** September 2023

**This policy is created in accordance with the Hammersmith and Fulhams Guidance document ‘Supporting Vulnerable Children: Preventing Violent Behaviour and Violent Extremism in Hammersmith and Fulhams’. We follow the procedures and protocol that it outlines at all times. Matters relating to our Prevent Policy can also be found in our Child Protection / Safeguarding Policy, Equality and Diversity Policy, Safer Recruitment Framework and Curriculum Policies. Please refer to these documents for further details.**

Much of the work all we do in school will help contribute to the goal of preventing violence. For example, we

* promote pupil wellbeing, equalities and community cohesion;
* build the resilience of the school, working with partners to prevent pupils becoming the victims or causes of harm;
* work with other agencies and parents to build community networks of support for the school.

The Government definition of extremism is: “Being vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also included in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”.

We all have a role to play in building ‘One Hammersmith and Fulhams’ and making the borough a place where people from all backgrounds get on and live safely together. In recognising extremism, early indicators may include:

* showing sympathy for extremist causes;
* glorifying violence;
* evidence of possessing or accessing illegal or extremist literature;
* advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-prescribed extremist groups such as ‘The English Defence League’.

The school actively promotes the government’s definition of British values from the 2011 Prevent Strategy - values of:

* democracy
* the rule of law
* individual liberty
* mutual respect
* tolerance of those of different faiths and beliefs

The school takes a broad, holistic view towards preventing violent extremism. The school carries out an annual risk assessment to determine the likelihood of pupils being radicalized or developing extreme views. We divide our approach into the following three areas –

**Ensuring appropriate adult interaction with pupils:**

We operate a safer recruitment policy to ensure that our staffs are suitable to work with children. See our ‘Safer Recruitment Framework’ for details.

We involve parents in our work through our Coffee Mornings e.g. on ‘Equality and Diversity’ and the Prevent programme. We hold discussions with them about our curriculum and alerting them to concerns about their child, should they arise, and any referrals made as a result.

The school researches any person/visitor who comes to school to present information directly to our pupils. We do not allow anyone to present information to the school community that is not in accordance with the schools ethos of encouraging tolerance and respecting diversity.

On entering the school building, all visitors are asked to sign in at the school office and, by doing so, they are agreeing to abide by the school ethos outlined above. Anyone who declines our request to sign in and agree to supporting this ethos will not be given access to our school community.

**Our curriculum:**

Within the context of the curriculum, five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools. Model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;

2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;

3. understand how to support individuals who are vulnerable through strategies to support, challenge and protect;

4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;

5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The development of Social, Moral, Spiritual and Cultural education (SMSC) takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity and their learning. SMSC has strong links to religious education, collective worship and Personal, Social, Health and Emotional education (PSHE). Children have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in. Every half Term we hold a 4-6 week learning unit about another culture. During this unit, children explore in depth a culture from a different place in the world. The unit culminates in an International Festival.

We celebrate Black History week every year. Here the children complete a week-long piece of work on a person who has contributed significantly to their community, helping to build our children’s tolerance and understanding of different cultures.

The school has enlisted the support of the Prevent Team (from Hammersmith and Fulhams) to help educate our pupils about the risks of extremism. Their Education Officer has worked with the staff, pupils and parents on ways to educate our pupils and keep them safe. He has helped create our Spring Term PSHE unit on ‘Community’. It focuses on developing tolerance within our community and developing an understanding of diversity in our school, our community and the wider world.

Also embedded within the curriculum is the opportunity for children to read stories from other cultures where they learn and reflect on difference and similarity. They explore different number systems and have weekly Arabic lessons in Key Stage 1 & 2, where they learn about the Arab culture and acquire language skills. E-safety teaches children about appropriate online behaviour, activity and information gathering. The teaching of Art, Music, D&T, History and Geography gives children opportunities to explore a range of cultures through events, trips, topics and contexts and in English they discuss topics such as dealing with dilemmas and challenging stereotypes (see curriculum overviews for further guidance).

Our Healthy Schools leader holds a PSHE based assembly twice a half term to share a story with children where they learn about diversity and tolerance. Work based on the story is then planned for teachers and children to follow up in assemblies in class. Our assembly rota ensures that children have weekly opportunities to reflect on different cultures, religious festivals from across the world and how they relate to their own lives.

**Dealing with incidents / concerns:**

If a member of staff is concerned that something that they see or hear from a child or their family indicates that they may be exposed to ideas that promote fundamentalism or radicalisation, then they must report this to the Designated Senior Person / CP Lead immediately. The Hammersmith and Fulham policy on next steps will then be adhered to. This will/may involve notifying the parents, Children’s Social Care, The Social Inclusion Panel and Prevent, as appropriate. Please see the Hammersmith and Fulham’s Guidance and our CP/ Safeguarding Policy for more details.

**The local picture 2022**

The statements below provide a useful summary of the current local picture for inclusion in an overarching safeguarding policy or a Prevent risk assessment.

* The threat from terrorism remains persistent and varied within London and the UK
* Islamist extremism continues to be an established threat
* Referrals related to far-right extremism are steadily increasing
* Online radicalisation is the most effective route to extremism, and will likely continue to be on account of trends instigated by the Covid-19 pandemic
* Of particular relevance to the education sector is the fact that those referred due to far-right extremism tend to be young individuals with minimal previous criminality
* With mental health, learning difficulties or autistic spectrum disorders featuring in referrals, schools and colleges should recognise that individuals with vulnerabilities associated with these conditions can have an increased susceptibility to radicalisation

**Key contacts:**

**At Evergreen Primary School:**

***Designated Senior Person / CP Leads –Feroz Adam***

***Teaching and Learning Lead – Zara Rahman***

***Healthy and Safety Schools Lead –*** ***Mirriam Kaissi***

***Online safety Lead – Mirriam Kaissi***

**At Hammersmith and Fulham Prevent Team:**

General enquiries: 020 8753 5727  
prevent@lbhf.gov.uk prevent3@rbkc.gov.uk

Education-related enquiries:

**Simone Torry**

Prevent Education Officer

07554 222610 simone.torry@lbhf.gov.uk

**Key documents / Training Guidance:**

Prevent Duty – departmental advice – June 2018

Hammersmith and Fulham guidance

**Online Training**

* Foundationinline.co.uk
* Workshop to Raise Awareness of Prevent (WRAP)
* The government’s e-Learning training on Prevent

**Department for Education:**

* The Prevent duty: for schools and childcare providers Published: July 2015; last updated: August 2015
* Keeping children safe in education Published: March 2015; last updated: September 2022
* Promoting fundamental British values as part of SMSC in schools November 2014
* Education inspection framework (Ofsted) Published: May 2019; last updated: April 2021
* You can also read individual handbooks for: maintained schools and academies; further education and skills; non-association independent schools; and registered early years settings.
* Concerning safeguarding specifically, there is Inspecting safeguarding in early years, education and skills settings.
* The Independent School Standards April 2019

**Home Office**

* Prevent Strategy June 2011
* Counter-Extremism Strategy October 2015