



FRIEZLAND PRIMARY SCHOOL

# Prevent Policy

|                         |                  |
|-------------------------|------------------|
| Written / reviewed by   | R Swaby          |
| Date written / reviewed | February 2020    |
| Date of next review     | February 2022    |
| Headteacher             | <i>R Swaby</i>   |
| Chair of Governors      | <i>J Goodwin</i> |

## **Prevent Duty**

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), Friezland Primary School has a zero-tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empower 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 (Department for Children, Schools and Families) document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

## **PRINCIPLES**

At Friezland 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 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

## **MAKING A REFERRAL**

Staff or volunteers who have a concern must follow the same procedures as for other safeguarding incidents; inform the designated Safeguarding person (Miss Swaby) or the deputy designated Safeguarding person (Miss Hill) with as much information as possible.

The person to whom the incident is referred will make a decision as to whether an ongoing referral is to be made to the SPOC (Single Point of Contact):

DC David Bull, GMP Co-ordinator – [David.bull@gmp.pnn.police.uk](mailto:David.bull@gmp.pnn.police.uk) 0161 856 66345 / 68912

DS Julie Haworth, GMP Channel Lead 0161 856 636

Gaynor Egerton, Regional Channel Manager 0161 856 6325

The Referral and Assessment Form (RAF) can be found attached to this policy and in the SPOC (Children or Adults).

[file:///C:/Users/Rachel/Downloads/Oldham s Prevent Safeguarding Policy July 2017.pdf](file:///C:/Users/Rachel/Downloads/Oldham_s_Prevent_Safeguarding_Policy_July_2017.pdf)

It should be forwarded to: [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk). The Channel officer will carry out an extensive risk assessment and then arrange a multi-agency meeting with the necessary professionals.



Other Significant Adults

| Name | D.O.B | Gender | Address | Relationship |
|------|-------|--------|---------|--------------|
|      |       |        |         |              |
|      |       |        |         |              |
|      |       |        |         |              |
|      |       |        |         |              |

| Agencies Involved | Contact | Telephone | Email |
|-------------------|---------|-----------|-------|
|                   |         |           |       |
|                   |         |           |       |
|                   |         |           |       |
|                   |         |           |       |

Assessment: Please complete the following, alternatively you may attach a completed CAF or ASSET or APIR

**Family History, functioning and well-being**

*(Illness, bereavement, violence, drug use, criminality, relationship breakdown)*

**Participation in learning, education and employment**

*(Attendance and achievement, personal and social development)*

**Health**

*(Physical and mental well-being. The impact of genetic factors and of any impairment need to be considered)*

**Emotional/Social Development**

*(Confidence, psychological difficulties, coping with stress, adaptation to change)*

**Identity, Self Esteem, Self-Image and Social Presentation**

*(Perceptions of self, sense of belonging, experiences of discrimination, acceptance by family, peer group and wider society, understanding of the way in which appearance and behaviour are perceived by the outside world and the impression being created)*

**Based on the above, what are the key needs of the subject?**

**Based on the above what do you think is the impact/risk for the subject?**