



Preventing Extremism and Radicalisation Policy

Adopted by Governing Body: July 2022

Due for review: July 2023

(unless earlier review becomes necessary)

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Specific legal duties to report

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

At Trinity CE Primary School, we are tasked, not just with teaching children and developing knowledge and understanding; but another major part of our role is to look after and keep children safe, helping them to develop skills and attitudes that help us to live together in an increasingly diverse society.

Safeguarding is about 'keeping all children safe in education' and promoting the welfare of children.

'Safeguarding children is defined in 'Working together to safeguard children' as the following

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

To do this effectively, all staff need to know well the context in which our children live.'

British Values

Trinity CE Primary School has a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

Prevent Duty

Section 26, the Prevent duty came into force on the 1st July 2015 and places a duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism" and challenge extremist ideas that support or are shared by terrorist groups

Schools are specified authorities for the purpose of the act and the duty applies to ALL schools, including organisations covered by the Early Years Foundation Year's Framework

Schools are expected to take a "Risk-based approach"

All schools, as a starting point, should demonstrate an awareness and understanding of the risk of Radicalisation in their area.

This risk will vary greatly and can change rapidly; but no school is risk free.

Our Designated Leads for Prevent are: Jack Pittaway and Ruth Aspin

- DfE Counter Extremism Helpline:
 - Call: 020 7340 7264
 - Email: counter.extremism@education.gsi.gov.uk
- West Mercia Prevent Team: 01386 591835

prevent@warwickshireandwestmercia.pnn.police.uk

- The Channel police practitioner will make an initial assessment and advise
- If the person is not suitable Channel they can be directed to safeguarding and support services.

Trinity CE Primary School

Prevent Duty Risk Assessment

The UK Government have classified the risk of terrorism in the UK as 'Severe'. However, currently Shropshire is considered a low risk area.

Compliance Requirements	High	Low	Any action required
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:		X	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be:		X	
Training Requirements	Yes	No	Any action required
Have all staff been trained to understand the Prevent duty?	X		Training last completed 2021/22
Has the role of the Designated lead for child protection been extended to lead on inter-agency liaison in respect of the Prevent duty?	X		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	X		
School Policies	Yes	No	Any action required
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	X		
Does the E-Safety Policy refer to the requirements of the Prevent guidance?	X		
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	X		
Does the school have clear guidance on the use of prayer rooms for faith related activity?		X	Not required, but guidance would be produced if need arose.
Does the school have clear guidance for visitors including faith related visiting speakers?	X		
British Values	Yes	No	Any action required
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?	X		
Our pupils have an understanding of how citizens can influence decision-making through the democratic process	X		
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law	X		

Our pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	X		
Our pupils have an understanding of the importance of identifying and combatting discrimination	X		
Does the school ensure all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils?	X		School Council has been developed and is overseen by a governor.
Does the school include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries?	X		
Does the school use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view?	X		
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	X		Although not specifically, extra-curricular activities contribute to British Values and school ethos.

If a member of staff has a concern about a pupil/s they should follow the school's/settings normal safeguarding procedures, including discussing with the school's/settings designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

Sgt Calum Forsyth – 07970 047227

DC Holly Aungiers – 01386 591815

Prevent@westmercia.pnn.police.uk

Value	What do we do...	What impact does it have?	What could we do better? (To be considered in School Development Plan 2022-23)
<p>Enable pupils to develop their self-knowledge, self-esteem and self-confidence</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 2. Resilient 3. Inquisitive 4. Ambitious 5. Healthy 6. Compassionate 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' (see schedule below) and collective worship.</p> <ul style="list-style-type: none"> • Tapestry in EYFS enable parents to more readily share experiences. • Celebrate achievements (home and school) in assemblies, etc. • Displays of pupils' work. • Wide range of sporting and non-sporting extra-curricular activities. • Employ dedicated Emotional Literacy Support Assistant to provide targeted intervention for children's mental health and wellbeing. 	<p>Positive relationships across school.</p> <p>Instances of poor behaviour is very low.</p> <p>Attendance has been in-line or above average.</p> <p>Children are inspired and motivated to try new things and to appreciate achievements.</p> <p>Participation rates of extra-curricular activities is very high.</p> <p>School has earned the Gold Sportsmark in previous years and currently holds the Platinum Sportsmark.</p> <p>Evidence of accelerated progress of children demonstrating impact of intervention programmes.</p>	<p>Continuation of extra-curricular activities and inter-school sporting competitions as Covid-19 restrictions ease/permit.</p> <p>Continuation of performing arts concerts e.g. Carols around the Tree, Summer Production, etc.</p> <p>Re-introduction of residential visits to city and/or Outdoor pursuits centre as Covid-19 restrictions ease/permit.</p>
<p>Enable pupils to distinguish right from wrong and to respect</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 	<p>Positive relationships across school.</p> <p>Instances of poor behaviour is very rare.</p>	<p>Invite police/CSO/Emergency Services into School to support wider curriculum as Covid-19 restrictions ease/permit.</p>

<p>the civil and criminal law of England</p>	<p>6. Compassionate 7. Global Citizens</p> <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> <ul style="list-style-type: none"> • Clear school rules and high expectations of good behaviour. • Knowledge of public services and community embedded through curriculum. • This is evident in the following curriculum themes and associated components of knowledge. • KS1 <ul style="list-style-type: none"> - People who help up (A1 Autumn) - The Elements - Fire (A2 Autumn) - Victorian Britain (A2 Summer) - Remembrance (Annual) • KS2 <ul style="list-style-type: none"> - What makes Britain great? (A2 Summer) - Shrewsbury since 1066 (B2 Spring) - Remembrance (Annual) • Collective worship and RE (learning from religion as well as learning about religion) • Input of police in school to support work on e-safety, Bikeability, 'Crucial Crew', Etc. 	<p>Children aware of keeping themselves safe (e-safety, anti-bullying, etc.).</p> <p>Children aware of processes of up-holding law and order in UK.</p>	
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	<ul style="list-style-type: none"> Residential to a City - Greater Manchester Police and take part in mock trial exercise in reconstructed Denton Magistrates Court. (What makes Britain great? Unit in KS2). 		
<p>Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.</p>	<ul style="list-style-type: none"> Our children will be... <ol style="list-style-type: none"> Respectful Resilient Inquisitive Ambitious Healthy Compassionate Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship. School behaviour policy supported by clear system of and rewards/consequences. Sex and Relationships policy emphasises positive relationships. Teaching about protected characteristics reflected in PSHE / RSE planning. Community events and links with community groups (Sevenside Housing, Food Hub, etc.) 	<p>Children have good awareness of local community groups and interdependence.</p> <p>Children aware of positive difference practical actions make.</p> <p>Positive behaviour around school and instances of poor behaviour is low.</p> <p>Children aware of similarities between faith groups in promotion of mutual respect and tolerance.</p>	<p>Development of school council to extend opportunity of children to participate more fully as Covid-19 restrictions ease/permit.</p> <p>As Covid-19 restrictions ease/permit, to increase opportunities for greater links between other faith groups and the school.</p>

	<ul style="list-style-type: none"> • Charity fundraising for local and national causes. • Support mission work of local church. • Learning about and from religion within RE. • NSPCC Training for pupils. 		
<p>Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England</p>	<ul style="list-style-type: none"> • Our children will be... <ol style="list-style-type: none"> 1. Respectful 3. Inquisitive 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • Knowledge of public services and community embedded through curriculum. • This is evident in the following curriculum themes and associated components of knowledge. • KS1 <ul style="list-style-type: none"> - People who help us (A1 Autumn) - The Elements - Fire (A2 Autumn) - Victorian Britain (A2 Summer) - Remembrance (Annual) • KS2 <ul style="list-style-type: none"> - What makes Britain great? (A2 Summer) - Shrewsbury since 1066 (B2 Spring) - Remembrance (Annual) 	<p>Children aware of the value of public services.</p>	<p>Invite public services into School to support wider curriculum as Covid-19 restrictions ease/permit.</p>

	<ul style="list-style-type: none"> • School takes part in 'Parliament Week' as part of Journey Day. • Visits by public services (police, fire service, etc.) to support teaching across the curriculum. • School nurse is regular visitor within school. 		
Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.	<ul style="list-style-type: none"> • Our children will be... <ul style="list-style-type: none"> 1. Respectful 3. Inquisitive 6. Compassionate 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> • Visits to different places of worship (Mosque, Synagogue, Etc.). • Integration of children with EAL within school. • Learning about and from religions within RE. • Residential city visit cycle includes visits to centres of worship from other faiths. 	Children able to understand and articulate the breadth of cultural traditions in UK.	<p>More regular contact between Trinity pupils and more culturally diverse schools in UK.</p> <p>Visits to different places of worship which fit into units of work within the new SACRE.</p>
Encourage respect for other people	<ul style="list-style-type: none"> • Our children will be... <ul style="list-style-type: none"> 1. Respectful 7. Global Citizens 	<p>Positive relationships across school.</p> <p>Integration of children from other countries e.g. Poland / Ukraine / Etc. into school and support of EAL.</p>	As Covid-19 restrictions permit, develop greater opportunities for visits and visitors from a variety of backgrounds.

	<p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> <ul style="list-style-type: none"> • Commemoration of Holocaust Memorial Day. • Integration of children from overseas within school and celebration of cultural heritage. • Positive relationships modelled by staff. • Learning about and from religions within RE. 	<p>Positive behaviour around school and instances of poor behaviour is low.</p>	
<p>Encourage respect for democracy and support in the democratic processes, including respect for the basis on which the law is made and applied in England</p>	<ul style="list-style-type: none"> • Our children will be... 1. Respectful 3. Inquisitive 7. Global Citizens <p>These values are taught through our school ethos driven by our taught curriculum, whole school 'Journey Days' and collective worship.</p> <ul style="list-style-type: none"> • School council is active and engaged and led by a school governor. • House captain elections, meetings and led events. • Lessons on parliament and decision making (Parliament Week) to raise knowledge and understanding. 	<p>High participation and enthusiasm for school mock elections and General Election.</p> <p>Children demonstrate better knowledge of democracy.</p>	<p>More frequent House Captain's meetings / led events.</p> <p>School council to continue with increased led events and projects.</p>

Journey Day Schedule and Rolling Programme

	Autumn Term	Spring Term	Summer Term	
2022/23 2024/25	Be Compassionate (Children in Need)	Be Resilient	Be Ambitious (Olympics)	
2021/22 2023/24	Be Global Citizens (Parliament Week)	Be Healthy (Sport Relief)	Be Respectful (Half term 1)	Be Inquisitive (Half term 2)

Key Terms:

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism

Where to go for more information:**Contact us**

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

See our policies

You will find more details about radicalisation in our safeguarding policy, available on our website (www.trinity.shropshire.sch.uk) We also have information about spiritual, moral, social and cultural development and British values.

Visit an external source

The following may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/

[Prevent Duty Guidance England Wales.pdf](#)

Frequently asked questions, Prevent For Schools

http://www.preventforschools.org/?category_id=38



The PREVENT Strategy in our school

July 2022

What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists and other causes.

How does the Prevent strategy apply to schools?

From July 2015, all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

At Trinity, we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

What does this mean in practice?

Many of the things we already do at Trinity to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racism
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils. Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

Frequently Asked Questions

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms. Some of these may be a bigger threat in our area than others and may reflect the area in which we live. We will give children the ability to learn about and respect differences and give them the skills to protect them from any extremist views they may encounter, now or later in their lives.



Mock elections



Y5/6 visit to Greater Manchester Police



Y1/2 visit to Birmingham Central Mosque

