

Sedlescombe C E Primary School

PREVENT Policy

September 2016

Member of Staff Responsible: Mrs. Harvey

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Consultation: This policy has been drawn up by the Staff and Governors at Sedlescombe C E Primary School following guidance from the Department for Education (DfE).

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), Sedlescombe C E 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. We work to ensure our pupils understand the dangers of radicalisation, to enable them to cope with, and resist, any such outside pressures and influences throughout life.

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

DEFINITIONS:

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”.

Radicalisation can be defined as that which happens when a person's thinking and behaviour become significantly different from how most of the members of their society and community view social issues and participate politically. Only small numbers of people radicalise and they can be from a diverse range of ethnic, national, political and religious groups.

As a person radicalises they may begin to seek to change significantly the nature of society and government. However, if someone decides that using fear, terror or violence is justified to achieve ideological, political or social change—this is violent extremism.

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:

1. **Pursue**
To stop terrorist attacks
2. **Prevent**
To stop people becoming terrorists or supporting terrorism
3. **Protect**
To strengthen our protection against a terrorist attack
4. **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'. This is a toolkit to help schools contribute to the prevention of violent extremism.'

AIMS

At Sedlescombe C E Primary School we follow the principles outlined in the DCSF toolkit which seeks to:

1. **Raise awareness** within school of the threat from violent extremist groups and the risks for young people; have an open dialogue with young people and promote discussions
2. 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.
3. Help our staff 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.
4. Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.

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

1. Promoting pupil wellbeing, equalities and community cohesion
2. Building the resilience of the pupils, working with partners, to prevent our pupils becoming the victims or causes of harm and involved in extremism and radicalisation in the future
3. Working with other agencies, Alliances and parents/carers to build community networks of support for the school

The toolkit forms the body of this policy: "Learning to be safe together."

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