

Telford Junior School

The Prevent Duty and Promoting Fundamental British Values

- Policy and Practice



February 2022

Introduction

The Prevent Duty is part of the Government's overall counter-terrorism strategy. The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism, by stopping people becoming terrorists or supporting terrorism. The Prevent Duty involves educating children and young people so as to build resilience to radicalisation.

The Prevent Duty

The Prevent Duty is the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Under the duty, staff members should:

- Be able to identify children who may be vulnerable to radicalisation.
- Know what to do when they are identified.
- See protecting children from the risk of radicalisation as part of the school's safeguarding duties.
- Promote fundamental British Values as a means of building resilience to radicalisation.

Training

Training helps staff members to understand:

- The risks affecting children in respect of radicalisation.
- How to identify individual children who may be at risk of radicalisation.
- The risks will vary from area to area and according to the pupils' age.
- The risks of online radicalisation.
- Procedures for reporting concerns and for protecting children at risk.

The latter are set out in the school's Child Protection and Safeguarding Policy, which follows the model recommended by Warwickshire Local Authority.

Staff members have received the Home Office core training: "Workshop to Raise Awareness of Prevent" (WRAP training). The key messages, particularly around reporting, have been reinforced through Child Protection and Safeguarding Training.

Internet safety is integral to the school's Computing curriculum [Online Safety Policy / Curriculum Policy]. As a Warwickshire maintained school, the school has suitable filtering arrangements in place, commissioned by Warwickshire Education Services.

Promoting Fundamental British Values

Telford Junior School promotes pupils' spiritual, moral, social and cultural (SMSC) development, which includes developing an explicit understanding of the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

The school aims to provide a safe environment for discussing sensitive and controversial issues. This is achieved through the school's curriculum. The curriculum comprises all learning opportunities and other experiences that the school plans for its pupils:

- The formal subject-based curriculum.
- Extra-curricular activities.
- The 'hidden curriculum'; what pupils learn from the way they are treated and expected to behave, encapsulated in the school ethos.

[Curriculum Policy]

Personal, Social and Health Education (PSHE) lessons are central to how the school promotes fundamental British values through its curriculum. Each year group delivers a programme of PSHE lessons. These lessons help children to:

- Recognise and manage risk.
- Make safe choices.
- Recognise when pressure from others threatens their personal safety and wellbeing.
- Develop effective ways of resisting pressures.
- Know when, where and how to get help.

The school's curriculum also nurtures positive character traits, including:

- Resilience
- Determination
- Self-esteem
- Confidence.

The school's curriculum develops an understanding of citizenship, equipping pupils with:

- The knowledge, skills and understanding to prepare them to play a full and active part in society [School Aims Statement].
- The ability to explore political and social issues critically.
- The skills to evaluate information and ideas, discuss them and make reasoned arguments.
- An understanding of democracy, government, how laws are made and how they are upheld.
- An understanding of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect.

The School Values

The school has identified 12 core values, which it sees as key to good citizenship. These are promoted through PSHE lessons and assemblies. These core values are:

| | |
|--------------|----------------|
| Caring | Perseverance |
| Co-operation | Respect |
| Courage | Responsibility |
| Freedom | Thoughtfulness |
| Friendship | Tolerance |
| Honesty | Trust |

How Our Practice Promotes Fundamental British Values

Democracy

- Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have opinions and be heard.
- Pupils have the opportunity to air opinions: circle time, PSHE lessons, through the School Council and as part of their daily lessons, notably in Humanities subjects.
- The School Council representatives are elected by their classes.
- School Counsellors listen to the opinions of their fellow pupils and share these at council meetings.

Rule of Law

- The Home-School Agreement is shared in classes and recorded in each child's school planner.
- School Values, which are displayed in the hall and highlighted through the school assembly programme.
- Classroom rules are developed through consultation with the children, thinking about responsibility and making a positive contribution.
- Playground and lunch hall rules; again considering responsibility and making a positive contribution.
- Online safety rules; reflecting on personal safety, individual responsibility and respecting others.
- Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

- The School Aims Statement includes the concept of each child having the support to fulfil their potential and also of developing spiritually, morally and culturally; having the ability and freedom to develop as individuals.
- The Online Safety Policy is designed to support pupils in "recognising and avoiding online safety risks and building their resilience"; developing pupils' capacity to operate online independently.

Mutual Respect

- Respect is one of the school's core values.
- It is evident in the behaviour and attitudes of our children.
- The Protective Behaviours programme, delivered in all year groups, promotes respect towards others and the right to expect others to show respect.
- School expectations around playground behaviour and conduct in the lunch hall highlight safety and the well-being of others (celebrated with cups for the 'Playground Classes of the Week').
- The school's Online Safety Policy and practice in school.
- Participation in team games, as part of the PE curriculum.
- The development of team sporting events; in-school house competitions and inter-school sport (N.B. the Y4 football team winning 'The Spirit of the Games' shield, celebrated in assembly).
- Celebration assemblies often highlight sporting behaviour and consideration towards others (supported by the school's reward system).
- Anti-Bullying Policy.
- Equality Policy and Accessibility Plan.

- Peer-mentoring; 'TJs' support 'good' play in the Y3/4 playground.
- The school recognises national days, such as Remembrance Day, and national charities, such as Comic Relief and the RNLI.
- The charity fund-raising work in school involves the children directly and promotes an understanding of others.
- The school website highlights the school values and the range of activities in which the children are involved (all of which help to build their confidence, self-esteem and ability to co-operate purposefully and respectfully with others).

Tolerance of Those with Different Faiths and Beliefs

- A core value, promoted through assemblies and PSHE lessons.
- An awareness and an understanding of different faiths is explored through the RE Curriculum.