

Prevent Duty and British Values Policy

Dormer House School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

In formulating this policy, the Trustees have taken account of the guidance from the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

In response to the statutory Prevent Duty under the Counter-Terrorism and Security Act July 2015, Dormer House School implements the following policy and procedures to protect children who may be vulnerable to radicalisation and extremism.

Aim and Objective

Dormer needs to provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We need to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

We need to have a general understanding of the risks to our children, a specific understanding of how to identify individual children who may be at risk of radicalisation and a clear plan of what to do to support children at risk with the support of other professional bodies and agencies.

Defining Extremism and Radicalisation

"Extremism" is 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 include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.'

“Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.’

The Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015 (DfE)

Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. Children may be exposed to messages about terrorism through a family member or friend, a religious school or group, or through social media and the internet. This creates the risk of a child or young person being drawn into criminal activity and exposure to significant harm.

The Prevent Strategy

The Office for Security and 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

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent Strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

As a school, our work will primarily be concerned with prevention.

Assessing the Risks

Although incidents involving radicalisation have not occurred at Dormer House School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. The school will use the following **indicators of vulnerability** to identify any children who might be at risk of radicalisation.



- **Identity** - Pupils with a sense of isolation from their cultural and religious heritage; discomfort about their place in society; personal crisis; family tensions; low self-esteem; disassociation from a friendship group and involvement in another group; searching for answers about identity, faith and belonging.
- **Personal Circumstances** – Migration; local community tension; personal experience of racism or discrimination.
- **Unmet Aspirations** – Perception of injustice; feeling a failure; rejection of civic life.
- **Special Educational Needs** – Difficulties with social interaction; empathy; understanding consequences of their actions; naivety and innocence which could lead to manipulation.
- **Critical Risk Factors** – Accessing violent extremist websites; possessing violent extremist literature; using extremist narratives; justifying the use of violence to solve societal issues; contact with extremist recruiters.

Procedures for Referrals

The school has a zero tolerance approach to extremist behaviour for all community members. If you have a concern about unethical conduct of a colleague or a volunteer, you should refer to the Whistle Blowing Policy in the staff handbook and report this immediately to the DSL or the Chair of Trustees.

Staff should follow the procedures in place for identifying vulnerable pupils and report any concerns to the Deputy Safeguarding Lead (DSL), Alison Thomas or in her absence, the Deputy Safeguarding Lead, Jane McPherson. They will contact the Home Office helpline on 020 7340 7264 / Email: counter.extremism@education.gsi.gov.uk

Early Help

In regards to Safeguarding, the school always works from the premise that '*It could happen here*' and that '*safeguarding is everyone's business*'. As a PNEU school we value the parent, pupil, teacher triangle and work together to promote fundamental British values. We encourage the whole school community to be aware of the dangers of radicalism and extremism.

The school refers to the DfE and Home Office website, 'Educate.Against.Hate', <http://www.educateagainsthate.com>. The site offers practical advice and support to help parents, teachers and school leaders to keep children safe from the dangers of extremism.

Training

Through INSET opportunities in school, we ensure that staff and Trustees understand the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on in line with the Prevent Duty. The Designated and Deputy Safeguarding Leads, the nominated Trustee to champion child-protection, the Senior Leadership Team and all teaching staff undertake the Channel on-line general awareness training. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. The school also participates in Gloucestershire LA Safeguarding training which provides support at a local level.

Partnerships

The school follows the GSCB guidance and protocols in relation to Safeguarding, including the Prevent Duty, and works closely with the North Gloucestershire schools' cluster group. The local Constabulary and the NSPCC support the delivery of our Safeguarding curriculum.

Visiting Speakers

We undertake due diligence to ensure that visiting speakers are appropriate. In line with safeguarding procedures, visitors are supervised at all times and are not allowed to speak to pupils without a member of staff being present.

Internet Safety

The school ensures that internet filters are in place to block terrorist and extremist material. Annual e-Safety training delivered by the local Police Constabulary is used to empower pupils and parents to protect themselves from extremist material.

Promoting Fundamental British Values

The fundamental principles of British values, for the purpose of this policy, are recognised as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

Democracy at Dormer

From Nursery through to Main School pupils learn to make decisions together. They are encouraged to take turns to choose activities and resources and are helped to understand concepts such as sharing, caring and respect. They gain a growing understanding of the routines which structure the nursery and school day and why they are important. From Year 1 pupils become involved in the School Council which takes an active part in improving the school community through a democratic process where each class is represented by a spokesperson and each child in each class has a vote. Once a fortnight, two pupils from each year group join the House Captains and Prefects to discuss general school issues. Pupils are responsible for drawing up an agenda and keeping the minutes of the meeting. The School Council provides an opportunity for our pupils to gain experience of debate, decision-making and corporate responsibility.

We also work closely with parents to promote an understanding of democracy for themselves, others and their children. This is achieved through open channels of communication, parent evenings and consultations, weekly newsletters and updates from class teachers, *'It Could Happen Here Leaflets'* from the Deputy Safeguarding Lead, termly Parent Forums and regular parent surveys.

The Rule of Law at Dormer

We believe that children flourish best in an ordered society in which everyone knows what is expected of them. We expect children to be able to work and play without fear of being hurt or hindered by anybody else. Clear boundaries are set in termly assemblies and are negotiated and implemented in each classroom. Staff praise and endorse desirable behaviour by awarding house points. The school's Behaviour Management Policy ensures that pupils develop an understanding of right and wrong and that behaviour has consequences.

Individual Liberty at Dormer

At Dormer House we ensure that each child is treated as a person of importance and is able to develop his or her true potential. Indeed, individual liberty is the first principle of Charlotte Mason's philosophies:

1. Children as individuals – "Children are born persons" and with this comes the honest realisation that each child is born different and will have varying talents and needs.

The PNEU motto “I am, I can, I ought, I will” is at the centre of all we do.

I am: Each person exists as an individual

I can: As individuals, we have the potential not only for doing things but also for making choices

I ought: With choice comes the moral decision between right and wrong

I will: Once a choice has been made, it must be carried into practice.

In honouring this principle, the staff use their pastoral skills to ensure that pupils develop positive self-esteem and the confidence to have a voice. We strive to nurture and value the individual talents of our pupils and offer support and reassurance when they find things hard. Discussions in PSCH, PSED and very often at Circle Time, promote an understanding of emotion and empathy. Self-expression and good listening skills also develop across the curriculum through reading, writing, drama and art. Time for individual planning and reflection gives pupils the opportunity to think, whilst paired or small group work can be used to give a voice to those who are more reticent to speak out in front of the whole class.

At all times we empower each child to keep safe and ensure the safety of others. We ensure that pupils know their rights, understand when those rights are being abused and can turn to a trusted adult for help.

Mutual Respect at Dormer

Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others. They are encouraged to look at a problem from all sides and to show empathy, kindness and patience. Pupils are taught to listen, reflect and make a considered response. They show sensitivity to the needs and feelings of others and form positive relationships with adults and other children.

Pupils are encouraged to participate in local community events so that they appreciate and value their neighbours and friends. At the Moreton Show we attach wrist bands to all visitors under 9 and the school's Nest provides holiday care for children in the community. Pupils regularly visit the local Care Home to sing for the elderly residents. Year 6 pupils hold a Remembrance assembly selling Poppies to support the work of the local branch of the British Legion. Key Stage 2 pupils join local veterans at the war memorial on 11th November and march in the Remembrance Sunday Parade. At Christmas pupils and their families uphold the tradition of placing 'Presents under the Tree' at Batsford Church for disadvantaged children in Cheltenham. The Eco Committee works hard to reduce the school's

carbon footprint. The children at Dormer are always keen to support national and international appeals and have a strong sense of compassion and goodwill towards those in need.

Dormer House was awarded the British Council's prestigious International School Award in recognition of its work to bring the world into the classroom. We pride ourselves on being an outward looking and forward thinking school which thrives on reaching beyond our everyday environment to capture the vibrancy of other cultures and other worlds. We promote an understanding and tolerance of all faiths and non-believers. We actively encourage pupils to learn more about their cultural backgrounds and whenever possible to share their experiences with others. We have active assemblies when pupils dress up, perform poems or dances from other cultures and share stories.

Our broad-based education and caring ethos encourages an atmosphere of equal opportunity. All children are respected and their individuality and potential recognised, valued and nurtured across the curriculum. Choice of activities and the use of equipment offer opportunities for children to develop in an atmosphere free from prejudice and discrimination. Appropriate time and opportunity is given to allow the children to explore, acknowledge and value the difference and similarities between themselves and others. Appropriate materials and books which celebrate difference are readily available to help avoid sexual stereotypes and messages about any group of people.

The PNEU Ethos

The school motto 'I am, I can, I ought, I will' encapsulates Charlotte Mason's philosophy on the development of children's personal, spiritual, moral, social and cultural development. It encourages pupils to take responsibility both for themselves and for the greater good. It teaches them to think independently and to accept that control over their behaviour and work lies in the acquisition of self-discipline. We strive to create a school in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We rely on our strong PNEU values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

The PNEU Curriculum

Our curriculum promotes respect, tolerance and diversity. Personal, Social, Citizenship and Health Education permeates all areas of the curriculum and is an intrinsic part of the Dormer day. From Foundation through to Year 6 we develop thoughtful discussion, good listening, self-evaluation and self-esteem within an open



but respectful classroom environment. Specific PSCHÉ topics covered include relationships, coping resources, confidence building, health, social, citizenship and study skills. Assemblies provide an opportunity for us to focus on the spiritual, moral, cultural and social development of pupils in an atmosphere which promotes fundamental British values.

The PNEU curriculum provides specific opportunities to study the historical significance of democracy, human rights and individual liberty. Studies on the Industrial Revolution, Slavery, the French Revolution, the American War of Independence, Chartism, the Suffragettes, the rise of dictators in 20th Century Europe, the Last Emperor of China, Anne Frank, Ghandi, Martin Luther King, Nelson Mandela, the Fall of the Berlin Wall and 9/11 all help to impress upon the children the rights of the individual and the merits of a democratic process. In PSCHÉ pupils in Year 6 study the electoral process and host a whole school mock-election. They learn about parliament, how laws are made and they visit the Houses of Parliament during their annual trip to London.

The EYFS Understanding the World and geography lessons guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Pupils talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Through Religious Education we encourage pupils to explore their own beliefs, to consider the moral codes which form the basis of world religions and to recognise the need for a code of conduct to guide us safely and happily through life. Pupils watch or read and talk about events in religious life. Children study passages from sacred texts and listen to people talking about their beliefs and values. We promote an understanding and tolerance of all faiths and non-believers, as necessary for life in multi-cultural Britain.

Policy Review

This policy will be reviewed annually as part of the overall Safeguarding Policy review. It should be read in conjunction with the Safeguarding Policy, the Acceptable User's Policy (E-Safety), the Behaviour Management Policy, the Equal Opportunities Policy and the Staff Handbook.

This policy is monitored by the Headteacher and the Trustees and will be reviewed annually.

Signed

Date