



# Hunsley Primary Prevent Policy

**This policy is applicable to** Hunsley Primary

Version 3.ii

<b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	<b>Name and Title of Author:</b>  Julie Boyes, Assistant Headteacher, Hunsley Primary - Revised by Lucy Hudson, Headteacher
<b>Name of Responsible Committee/Individual:</b>	Hunsley Primary Local Governing Body
<b>Implementation Date:</b>	Spring Term 2025
<b>Review Date:</b>	Autumn Term 2027
<b>Target Audience:</b>	All Staff, Parents, Pupils, Community Users, Key Stakeholders
<b>Related Policies and Documentation:</b>	Hunsley Primary Safeguarding and Child Protection Policy and Procedures  Hunsley Primary SEND Policy  Hunsley Primary PSHE Policy

	<p>The Hunsley Primary Values</p> <p><b>Statutory Prevent Duty Guidance, 2023</b> (Updated 6 March, 2024)  <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a></p> <p><b>Promoting Fundamental British Values through SMSC</b>  <a href="https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc">https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc</a></p> <p><b>The Prevent duty: safeguarding learners vulnerable to radicalisation</b>  <a href="https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation">https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation</a></p> <p>Published 24 October 2022, Last updated 7 September 2023</p> <p><b>Working together to safeguard children</b> (last updated February 2024)</p> <p><b>Keeping Children Safe in Education</b> (last updated September 2024)</p> <p>Department for Education Guidance <b>The Prevent duty: an introduction for those with safeguarding responsibilities</b></p>
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## Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary leaders for preventing and responding to extremism at Hunsley Primary.

### 1. Purpose and Scope

The threat to the UK from extremism, such as international terrorism, is substantial. The safeguarding threats that we now face are more diverse than ever before, dispersed across a wider geographical, social, technological and cultural platforms.

Dealing with violent extremism is not new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to groom and radicalise young people with an ideology which may seek to justify the use of violence through a distorted interpretation of a particular set of values (often associated with a religion, but not always the case).

In line with statutory guidance from the Government, Department for Education (DfE) and the Channel Programme, Hunsley Primary aims to safeguard all its children from the threat of extremism. We have a zero tolerance of extremist ideologies and behaviour. The school ensures that our care, guidance and wider curriculum empowers children to reject violent or extremist behaviour and to be safeguarded through education.

Whilst it remains very rare for primary school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views and behaviours, including via the internet, from an early age. Early intervention and education is a preferable way of safeguarding against extremism.

### 2. Roles and Responsibilities

At Hunsley Primary, it is everyone's responsibility to **in accordance with the statutory guidance**. Each group has individual responsibilities that must be adhered to if extremism is to be dealt with effectively.

#### Local Governors:

- Must ensure that the school has a Prevent policy and that it is regularly reviewed every two years
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for Prevent agenda
- Must ensure that the effectiveness of the Prevent Policy is regularly monitored and that this is reported to the Hunsley Primary Local Governing Body as appropriate, e.g. as part of the Safeguarding Report to Governors

#### The Headteacher and Senior Leaders, including the Designated Safeguarding Lead (DSL):

- Must ensure that staff are aware of and have read the policy, and understand the procedures outlined
- Must ensure that the appropriate, statutory reporting procedures are followed
- Must ensure pupils and, where appropriate, parents/carers, are given regular feedback on the action being taken.

- Must ensure that Local Governors and Trust leaders are given regular feedback on the action being taken (e.g. in the Annual Safeguarding Report to Governors or Trust Core School Information report)
- Must ensure that training is in place, delivered, refreshed as appropriate and recorded
- Must ensure that they monitor the national landscape for updates to training, statutory guidance and Government information

**Staff:**

- Must read and adhere to the policy
- Must always strive to be aware of potential or actual extremism and take action when there are concerns
- Must engage in appropriate training and 'refresher' training programmes
- Must report and record all concerns following the school's procedures.
- Must actively preclude partisan political views in teaching and where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

**Parents:**

- Must contact the school immediately if they know or suspect their child is at risk in order to work in partnership with the school. This applies even if the child has asked for 'secrecy'
- Must share with the school any suspicions they have that children are at risk of extremism, even when it does not directly involve their child.

### **3. Equality, Inclusion and Diversity**

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, inclusion and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

### **4. Hunsley Primary Vision, Values and Ethos**

**Vision: Our Commitment**

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

**Values: Our Children**

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome

disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

### **Ethos: Our Teaching and Learning Rationale Engagement, Enjoyment, Discovery, Reflection, Achievement**

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21<sup>st</sup> Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

## 5. Systems and Processes

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”. Preventing extremism in our school is a matter of safeguarding<sup>1</sup>.

Under the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, and the guidance contained in ‘The Prevent Duty: an introduction for those with safeguarding responsibilities (<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities>)’, the school will ensure that children are safeguarded from extremism in the following ways, from the very beginning of their school career:

- All staff are trained to have an awareness and understanding of the risk of radicalisation in our area, institution or body.
- School leaders ensure that all staff understand what radicalisation means and why young people may become vulnerable to it
- Understand what is meant by the term ‘extremism’ and what that means in our context, e.g. right wing ideologies
- Understand the relationship between extremism and terrorism
- Work in partnership to ensure positive co-operation, for example with other schools, the police and members of the community
- All staff are trained to know what measures are available to prevent children being drawn into extremism and how the ideology can be challenged
- All staff are given clear directions as to how to identify and record and causes for concern, as well as how to escalate those to the safeguarding officer in school

At Hunsley Primary, we teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life.

Through our liaison with parents and families, as well as other agencies and stakeholders, we promote community cohesion.

Through our PSHE programme (Jigsaw - TalkTime), and our wider SMSC curriculum (assemblies, House Team Development Days / Weeks and community liaison) we fulfil our explicit requirement to promote fundamental British values, promoting the spiritual, moral, social and cultural development of pupils.

### Prevent in the Foundation Stage

Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare.

All EYFS staff at Hunsley Primary are trained to be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere through annual safeguarding updates and Level 2 Safeguarding mandatory training

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<sup>1</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible#Education>

The EYFS staff are trained to take action to protect children from harm and are alert to harmful behaviour by other adults in the child's life. Early years providers already focus on children's personal, social and emotional development and use the Jigsaw PSHE programme to deliver the curriculum in line with whole school teaching.

Through delivery of the statutory EYFS curriculum, staff ensure that the Prevent approach shaped what the children are taught in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. The themes and key questions in our EYFS curriculum, open up discussion to enable teachers to support early development of British values.

## **6. Monitoring of compliance with and effectiveness of the policy**

The **Hunsley Primary Local Governing Body** is responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Headteacher** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

## **7. Review**

This policy will be reviewed within 2 years of the date of implementation.

## **Appendix**

Department for Education Guidance **The Prevent duty: an introduction for those with safeguarding responsibilities**

Updated 7 September 2023

[The Prevent duty](#) requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation.

Most importantly, providers should consider the needs of children, young people and adult learners at each stage of the safeguarding process. Providers should consider radicalisation concerns in line with their existing safeguarding processes, skills and experience.

### **Managing radicalisation and extremism safeguarding concerns**

Safeguarding learners who are susceptible to radicalisation into terrorism depends on effective partnership.

To comply with the Prevent duty, schools, colleges and further education independent training providers must show evidence of:

- productive co-operation, in particular with local Prevent staff, the police and local authorities
- co-ordination through existing multi-agency forums

Each local authority has its own referral routes for safeguarding learners from radicalisation and extremism. Effective partnerships will ensure that you understand these processes.

### **Immediate steps to take**

Find out your Prevent referral process in your local authority.

Contact and build partnerships with your:

- local authority Prevent lead
- local authority Prevent education officer (if you have one)
- DfE regional Prevent coordinator
- local authority children or adult services
- safeguarding children partnership
- local policing team (search on your local police website)

Contact partners to understand the local risk and threats in your area.

Make sure you understand what radicalisation means and why learners may be susceptible to being drawn into terrorism. For more information, read 'how children, young people and adult learners become susceptible to radicalisation' in [understanding and identifying radicalisation in your educational setting](#).

Make sure you know how to get advice from a wide range of professionals in children's social care. Find out how to ask for support from your local Prevent teams or the police when you need it.

Make sure you're familiar with the support available for someone at risk of radicalisation. For more information, read [managing the risk of radicalisation in your educational setting](#).



Think about what support your setting can give to a learner who is susceptible to radicalisation into terrorism.

Think about how your curriculum can build resilience to radicalisation for all learners.

### **Staff responsibilities in relation to the Prevent duty**

All staff should look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL).

### **Behaviours that might cause concern**

Any concerning changes in behaviour may indicate a safeguarding concern. These changes can be emotional, verbal or physical.

A learner may be vulnerable in certain ways that could make them more susceptible to a range of harms. These could include sexual exploitation, extremism and radicalisation, or serious violence.

For more information, read [understanding and identifying radicalisation risk in your educational setting](#).

### **How to raise concerns**

If staff have any concerns about a learner's welfare, they should speak to the DSL immediately. All staff should refer to their setting's safeguarding procedures.

Staff should know about:

- [Prevent awareness elearning](#) from the Home Office
- the government's [Educate Against Hate](#) website
- any internal guidance or resources, such as a staff handbook

Staff in further education (FE) should know about the Prevent for further education and training:

- [guidance from DfE and the Education and Training Foundation](#)
- [online course from the Education and Training Foundation](#)

For more information, staff should speak to the DSL.

### **How to report extremism**

If you need to report extremism concerns about an adult working in a school, college or organisation that works with children, young people or adult learners, you should:

- contact your local authority designated officer (LADO) through your local safeguarding partnership or local authority
- submit the details at [report extremism in education](#)

### **Online training for Prevent awareness**

Online courses on Prevent awareness include:

- [Prevent awareness elearning](#) - an introduction to the Prevent duty (Home Office)

- [Prevent referrals elearning](#) - make a referral that is robust, informed and with good intention (Home Office)
- [Channel awareness elearning](#) - understand the objectives of the Channel programme, the working process, roles and responsibilities (Home Office)
- [Prevent for further education and training](#) - aimed at different audiences including staff, governors and board members (Education and Training Foundation)

For more information about available training, contact your local authority.

### **Resources for teachers and school leaders**

You can get more guidance, resources and practical advice from:

- [Educate Against Hate](#)
- [ETF Learners](#) from the Education and Learning Foundation
- [ACT - Action Counters Terrorism](#)
- [Notice, check, share procedure](#)

### **The Hunsley Primary Values**

These Values are based on the British Values and the school vision and are displayed around the school and shared weekly with the children, staff, parents and visitors. They underpin the Prevent message in school.

**We are a TEAM:** we look out for others and make them welcome

We respect each others' feelings, ideas and right to learn

We follow the rules: we value our safety and wellbeing

We behave kindly, with our words and our actions

We are fair: everyone is free to contribute in their own way

We are all unique and we deserve equal opportunities