

The White House Preparatory School

Woodentops Kindergarten and Woodentops Day Nursery

Appendix to Safeguarding Policy

The Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. Here at The White House Preparatory School, Woodentops Kindergarten and Day Nursery we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation
- We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world). This is supported by our PSHE curriculum throughout the school.
- We will assess the risk, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). We know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. We have a good rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
- We will work in partnership with our LSCB for guidance and support
- We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation and extremism) We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. We will ensure that our Designated Child Protection Officers will undertake Prevent awareness training so that they can offer advice and support to other members of staff.
- The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should reports these immediately to Tony Lewis, Designated Safeguarding Lead.
- The concern is logged and a timeline is started. The Police and Social Services will be contacted.
- The school has a risk assessment in place and also identifies pupils who may be at risk of R&E.
- Please see the Radicalisation and Extremism Concern From and Risk Assessment attached
- The school works alongside the Police and Lambeth and their Prevent Agenda

British Values

The DfE released advice for schools about promoting fundamental British values as part of SMSC in schools. In the document, the DfE states: '*Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs*'.

At The White House Prep School we strive to promote and teach pupils about British Values as laid out by DofE's guidance in September 2014.

- Democracy
- Rule of law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

These British Values are taught explicitly through SMSC, PSHE and Citizenship, they are also embedded in our school Schemes of Work and Planning throughout the rest of our curriculum. Our relevant policies on Social, Moral, Spiritual and Cultural Development including British Values as well as Equality, Confidentiality, Dignity and Respect together with our Cultural, Religious, Language, Racial Diversity Policy support our focus and work in this area.

In addition to our curriculum, we promote British values through:

- Regular assemblies with a focus on respecting children's rights whilst at the same time broadening the children's understanding of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Our active House school council – which covers all Key Stages 1 and 2
- Our Behaviour and School Rules

Democracy

Democracy is widespread within the school. Pupils have the opportunity to have their voices heard through our House School Council and Pupil Questionnaires. The white House Promotion of Positive Behaviour and Relationships. The White House also emphasises its commitment to equal rights and privileges, details of which can be found in our Equality Policy and within Job Descriptions.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently and fairly applied and enforced throughout the school day and through school assemblies. Pupils understand why we have laws, that they are there to help us and keep us safe and the consequences when laws are broken. Our Home School communication also ensures that parents and carers of our pupils re-inforce our expectations of parents and pupils, pupils' classroom behaviour and out of class conduct.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to enjoy activities even those that involve risk, to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms in a safe manner, for example through our ICT (incorporating E-Safety) and PSHE lessons, through friendship decisions and through extra-curricular preferences and a wide range of outdoor/offsite learning experiences. Pupils are actively encouraged to express views and opinions in lessons in a formative and appropriate manner. Marking and feedback and homework are set with clear boundaries, which are explained clearly to pupils and staff.

Mutual Respect

Part of our ethos and behaviour policy has revolved around core values such as Respect', and pupils take part in discussions in assemblies related to what this means and how it is shown. All members of the school community are encouraged to show each other respect. Respect forms the basis of the main house point reward programme.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions examine prejudice-based bullying and are supported by learning in PSHE and Citizenship and indeed in all subjects in response to items raised through the daily news. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school through our assembly programme.

Promoting British values in different subjects

- **English:** many books will have themes covering tolerance, mutual respect and democracy. Lessons should look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures should also be examined. Lessons should explore the meaning of concepts such as liberty, democracy and tolerance.
- **Citizenship:** pupils should be able to understand their personal rights and freedoms, and they should be advised on how to exercise these safely. Pupils will have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils. Topics such as anti-bullying, anti-homophobia, equal rights, and e-safety should be taught.
- **RE:** lessons should reinforce messages of tolerance and respect for others. Children should have the opportunity to visits places of worship that are important to different to faiths. Schools can actively promote diversity through celebrations of different faiths and cultures
- **History and Geography:** pupils should analyse events in UK and world history where British values have been tested such as both World Wars. In geography, pupils should look at how different cultures live and work throughout the world.
- **Music** pupils are taught the school song ‘sharing day’ and the national anthem along with traditional English hymns/songs

Some subjects are more difficult to demonstrate British values, for example, in maths and science. As a school we take a holistic approach wherever possible when teaching British values rather than concentrating on individual subjects.

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
To be reviewed:	Sept 19	By:	Headteacher

Radicalisation and Extremism Risk Assessment: 03/09/2018

Does the School have a policy	YES	
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Does the school work with outside agencies on R and E	YES	Lambeth Safeguarding Team
Has the school got a nominated R and E lead	YES	Mary McCahery/Tony Lewis
Do staff have a process to voice their concerns	YES	Direct to the above named
Do children have process to voice their concerns	YES	Class Teacher , head of year, school council/House captains/Prefects, School council
Are there opportunities for pupils to learn about R and E	YES	General curriculum, PSHE and assemblies
Are there documented cases or R and E	NO	
Is the school particularly prone to R and E	NO	Cohort of pupils are white British majority/ Middle class professional parents
The school conducts an annual remembrance assembly and support the local British legion office through Ppoppy sales in school. All pupils participate in the assembly and pay their respects as an entire cohort.		
<u>Evaluation</u>	LOW RISK	Policy needed and to be reviewed by headmaster every new academic year. Assemblies and curriculum are sufficient to provide pupils knowledge or R and E

The Pupils

Are the pupils aware of R and E	YES	Assemblies given by SLT on topic and delivered through PSHE and the broader curriculum.
Are Individual pupils risk assessed	YES	We feel it is highly unlikely that any of our families are likely to become victim of R and E. If risk is suspected then this will be raised with the nominated lead who will take the relevant action.
Pupils considered at risk	NONE	
<u>Evaluation</u>	LOW RISK	Staff to continue to monitor all children and notify the office if there is a period of absence.

The Community

Although Lambeth authority is considered a high risk for R and E. The community which the school serves consists predominantly of white middle class British families. The community is mainly a professional community.

Evaluation:	LOW RISK	The school will continue to monitor families for evidence of R and E risk.
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PREVENT SELF ASSESSMENT

OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Site: The White House Preparatory School and Woodentops Kindergarten and Day Nursery

Author(s): Daniel Cummings

Start Date: 8/09/2016

Review Date: 8/09/2017

Leadership and accountable structures are in place and visible throughout the organisation

as appropriate

Identified strategic PREVENT lead within the school

Yes

Head understands the expectations and key priorities to deliver PREVENT and that this is embedded within procedures

Yes

Leadership team are aware of the PREVENT strategy and its objectives

Yes

Staff awareness of roles and responsibilities throughout organisation regarding PREVENT

Yes

Safeguarding responsibilities are explicit within the schools safeguarding

Yes

PREVENT agenda and its objectives has been embedded within the appropriate safeguarding processes

Yes

Leadership body have been appropriately trained accordingly to their roles

As appropriate

Plan to include workshop to raise awareness of PREVENT (Chanel) training so that key staff and leadership understand the situation and extremism and know how to recognise and refer children who may be vulnerable

Yes

Chanel and Safeguarding courses including frequency and availability are cascaded to all relevant staff

Yes

Information on the prevent agenda is made available to the strategic prevent lead and safeguarding leads where appropriate.

Ongoing

Appropriate staff guidance and literature available to staff on a prevent agenda	Yes
Appropriate reporting and referral process is in place and referrals are being managed effectively	
	Tick as appropriate
Preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies	Yes
Point of contact for any PREVENT concerns raised by staff within the school has been identified – Mary McCahery/ Dan	Yes
Internal PREVENT referral process has been developed	Yes
Communication channels have been developed – Metropolitan Police and PREVENT lead for Lambeth (lambeth.gov.uk) first port of call when outside agencies need to be consulted or of for making a channel referral	
Written notification reports/referrals exists	Timelines that fall under the child protection process have to be created once a referral is made
Referrals/notifications are being managed or overseen by relevant staff	Yes
Appropriate and balanced curriculum that helps protect students against extremism and promotes community cohesion	
	as appropriate
Range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences	Yes – Broad curriculum across all subjects including PSHE and assemblies
Teachers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media	Yes - INSET AND CPD
Understanding of the benefits of community cohesion and the damaging effects of extremism on community relations	The importance of community cohesion, tolerance and acceptance are constantly re- reinforced through PSHE, SMSC assemblies, House Day, and charity fundraising
Curriculum provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to British values and promotion of community cohesion.	Yes

