Tenterfields Primary School
Policy and guidance for Preventing Violent Extremism in school

Introduction to the policy:

Tenterfields is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values. We aim to teach children about their rights and help them understand about how rights can differ throughout the world.
We believe children have the right to reach their full potential, in line with their right to an education sited in Article 28 of the UNCRC. Therefore, we at Tenterfields should ensure:

Children have the opportunity to engage in activities as stated by Article 17 and protection as stated in Article 36 in the UNCRC:

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 36: You have the right to protection from any other kind of exploitation.

What is 'extremism'?
Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.
"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [*Prevent Strategy 2011 5.34*] "Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations" *(Prevent Strategy 2011 - opening summary to chapter 5)*

Why is it important for schools to discuss extremism?
Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

 "Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (*Prevent Strategy 2011*).

Benefits for our school
Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

Publicly funded schools remain under a duty to promote community cohesion, this policy and guidance sits alongside Tenterfields Primary 'Equality Policy' including 'Community Cohesion' and 'Safeguarding Policy.'

At Tenterfields Primary, we adhere to a 'rights respecting' ethos which promotes the rights and responsibilities for all. We give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.

Our objectives are to:
- Raise awareness;
- Provide information;
- Enable learners to make a positive contribution; and
- Safeguard young people.

School Actions:
- Agreed value statements that are inclusive of all students
- Reviewed curriculum and pupil participation and safeguarding processes
- Developing critical personal thinking skills and using curriculum opportunities including small group work
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging Islam phobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

Curriculum

The resources we use have been developed by the 'Lancashire Prevent' education group and aim to build ties with all local communities, seeking opportunities for linking with other schools.

These resources promote a shared culture of openness and pluralism in the school and with the wider community, regardless of the specific status, location or faith affiliation of the school, school leadership and management:
- Focus on the leadership, values and ethos of the school;
- Focus on learning, teaching and the curriculum;
- Focus on learner support processes;
- Focus on the management of risks and responding to events;
- Focus on the relationship between the school and its community; and
- Focus on the evaluation of the progress being made.

The resources we use, are specifically designed to support the prevention of extremism in young people; they will also support the school's duty to promote community cohesion. The materials will work alongside existing practices and programmes in PSHE, cross curricular dimensions of the curriculum e.g. use of media and technology, global dimension and cultural diversity, including RE.

The Values verses violence programme is soon to be piloted in Year 5 before being implemented across whole school, to safeguard children from sexual and other forms of exploitation

Teaching controversial issues

Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others.

To do this, classroom practices include:
- Developing questioning techniques to open up safe debate;
- Building confidence to promote honesty about a plurality of views;
- Ensuring freedom of expression and freedom from threat;
- Debating fundamental moral and human rights principles;
- Promoting open respectful dialogue; and
- Affirming multiple identities.

We need to recognise that young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media.

"Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both

vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" *(Prevent Strategy).*

Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable, as part of their safeguarding responsibilities

This policy also links to our policies on:
Equality including Community Cohesion
Behaviour
Staff Behaviour Policy / Code of Conduct
Whistleblowing
Anti-bullying
Health & Safety
Allegations against staff
Attendance
Curriculum
PSHE
Teaching and Learning
Drug Education
Sex and Relationships Education
Physical intervention
E Safety, including staff use of mobile phones
Risk Assessments
Recruitment and Selection
Child Sexual Exploitation
Emergency Planning

Policy and Guidance informed by 'Learning Together to be Safe' 2008, and 'The Prevent Strategy' (part of 'CONTEST' the Government's Counter Terrorism Strategy) and 'Lancashire Prevent Education' group.