

Appleton Wiske Community Primary School Prevent Policy

- We will ensure that our school offers warmth and security within a stimulating and safe environment.
- We will encourage our children to develop self-respect and respect and consideration for others regardless of gender, race, culture, language, religion or disability.
- We will ensure that every child has a good understanding of their wellbeing and what makes a healthy lifestyle.
- We will guide the children towards working with independence, using their initiative and showing a sense of responsibility whilst taking pride in their achievements.
- We value our partnership with parents and our links within the local and Global community.

Appleton Wiske Community Primary School has a clear role to play in protecting pupils from the risks of extremism and radicalisation as defined by the duty in the Counter-Terrorism and Security Act 2015. This legislation states that specified authorities should 'have due regard to the need to prevent people from being drawn into terrorism'. Individuals or groups that are vulnerable to being drawn into extremism can include, for example, those drawn into extreme right-wing movements or radicalised religious groups. Appleton Wiske Community Primary School regards this statutory duty as a safeguarding matter and our approach to this is consistent with all other safeguarding policies and practices within our school. The guidelines within this policy have the purposes of:

- Safeguarding students from social, political or religious messages which are contrary to fundamental British values
- Ensuring that all students are safe from inappropriate images or media which may negatively influence behaviour
- Delivering a curriculum which supports the pastoral and academic development of young people so that they may successfully take part in society.

The Legal Framework

Education Act – Curriculum

The curriculum for a maintained school satisfies the requirements if it is a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Education Act – Community Cohesion

All publicly funded schools have a duty to promote community cohesion through the Education and Inspections Act 2006. The starting point for any school is that it should be a cohesive community. For our school, this means:

- There is a common vision and sense of belonging by all groups
- The diversity of people's backgrounds is appreciated and valued
- Similar life opportunities are available to all
- There are strong and positive relationships across the school.

Our school promotes community cohesion in the local and wider communities through three main areas reflecting the core purpose of the school:

- Teaching, learning and curriculum
- Equity and excellence
- Engagement and extended services.

Equality Act

The Equality Act introduced a single Public Sector Equality Duty (PSED) for all public bodies, including schools, that requires them to have due regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having 'due regard' means taking the PSED principles into account when making strategic decisions. The DfE advises that it is good practice for schools to keep a written record of how they have met their equality duties and this could easily be extended to fundamental British values. Schools also have specific duties under the Act to publish information on compliance and prepare and publish equality objectives.

The Teachers' Standards

All teachers are required to meet the Teachers' Standards and this should be checked each year as part of performance management arrangements. Part Two of the standards deals with personal and professional conduct, and teachers in our school are expected to demonstrate that they 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school'. This is achieved by:

- Showing tolerance of and respect for the rights of others

- Not undermining fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Prevent Strategy

The Prevent Strategy specifies that all schools should promote fundamental British values. The current requirement is that schools should 'actively promote' fundamental British values. This means challenging any opinions or behaviours that would undermine these values. Prevent is part of the counter-terrorist strategy Contest, which has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation which we need to address

Guidelines

In order to achieve these purposes, Appleton Wiske Community Primary School will:

- Ensure that all safeguarding and child protection policies and procedures are applied consistently and in a proportionate way to any situation in which we have reason to believe or know that a young person is at risk of radicalisation from any ideological perspective
- Ensure that all staff complete a specific awareness training course within this area as part of their broader safeguarding and child protection responsibilities
- Include appropriate CPD within this area in our staff induction programme
- Deliver a formal and informal curriculum which allows for the promotion of fundamental British values without restricting critical thinking around this area
- Work with support agencies to ensure the safeguarding of young people in this area

Revised: February 2026

Review date: February 2027

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Name	Position	Signature	Date
Neil Clark	Head Teacher		
Karen Hainsworth	Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Paula Gudger	HLTA		
Nicki Guyll	HLTA		
Kirsty Burkitt	GTA		
Katie Jackson	GTA		
Tracey Laws	GTA		
Sophie Taylor	GTA		
Elaine Walters	Student GTA		
Alison Morton	Senior Administrator		
Clare Marsh	Admin Assistant		
Daniel Hills	Club Manager		
Julie Noble	Club Assistant		
Elaine Douglas	Cook		
Jane Quy	Chair of Governors		