



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

PREVENT Policy

THIS POLICY IS TO BE READ ALONG WITH PREVENT ACTION PLAN AND RISK ASSESSMENT

1. Introduction

We are tasked with not just teaching vulnerable children, developing knowledge and understanding; another major part of our role is to look after and keep children safe, helping them to develop skills and attitudes that help us live together in an increasingly diverse society.

The Prevent Policy applies to the whole school. It should be read in conjunction with the Safeguarding Children Policy and the Promoting Fundamental British Values Policy.

The national Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. We, working with other local partners, families and communities, seek to play a key role in ensuring that the children and young people who attend the School are safe from the threat of terrorism. Prevent is part of the School's wider responsibility for Safeguarding and this policy is therefore linked to the Safeguarding Children Policy.

The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines extremism as '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 believe that our setting should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

2. PREVENT Statement

We believe it is the right of all members of our community to learn, work and play in a safe and secure environment. We promote an understanding of one another through the Curriculum and teach and model the attitudes, values and respect that we expect members of our community to show one another.

We make a clear PREVENT statement as follows:

We aim, in line with the Prevent strategy, to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. We will work with children, adults and other organisations to “prevent people from being drawn into terrorism” by ensuring we provide or direct appropriate advice and support; and to work with sectors and institutions where there are risks of radicalisation that we need to address.

3. Aims

We aim to:

- Provide a safe and secure environment where all can learn, work and enjoy leisure time without anxiety or intimidation;
- Develop an ethos in which radicalisation is regarded as unacceptable, and beliefs are challenged;
- Take talk of radicalisation seriously and show a consistent response to any incidents that may occur;
- Make all those connected with the centre aware of our approach to PREVENT ;
- Make clear each person’s responsibilities with regard to the PREVENT strategy in our centre.

4. Roles and Responsibilities

4.1 Executive Headteacher, Headteacher, and Assistant Headteachers

Their role is to:

- Monitor the incidents of safeguarding that occur, and review the effectiveness of the policy regularly;
- Keep accurate records of all incidents of safeguarding and regularly meeting with staff about children’s welfare;
- Implement the centre’s PREVENT strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents;
- Ensure that all children know what the PREVENT strategy is through direct teaching and through the centre’s response to any extremist behaviour;
- Ensure that all staff receive sufficient training to be equipped to deal with any PREVENT issues;
- Set a climate of mutual support and praise for success, where children feel valued, to reduce the likelihood of PREVENT intimidation.

The Executive Headteacher, Headteacher, and Assistant Headteachers are the first point of contact for teachers and parents concerned that bullying is taking place. They will keep relevant staff informed of any incidents of bullying and necessary steps that need to be taken to address the issue. All staff have a responsibility to:

- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Ensure that the issue has been fully discussed with all children involved, whether experiencing bullying, carrying out bullying or witnessing bullying (either in person or with the class teacher);

- Meet with home school/parents/carers of any children involved (both those experiencing bullying and those displaying bullying behaviour) when such behaviour is reported and has been investigated to discuss the issue and clarify how it is being dealt with;
- Record fully any incidents, meetings and action taken.

4.2 Teachers and Teaching Assistants

The role of teachers and teaching assistants are to:

- Teach children specifically knowledge, skills and attitudes about issues relating to bullying through the PSHE curriculum. For further details see the PSHE scheme of work for Respect Week and SEAL unit 'Say no to bullying';
- Ensure that there are mechanisms in place for children to raise concerns e.g. Circle Time, Worry Box;
- Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;
- Keep accurate records of all incidents that happen to children in their session and to ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the centre's Behaviour Policy (such behaviour should be regarded as serious and when bullying is reported or suspected, the Centre Director should be informed);
- Listen to and support any child who is being bullied;
- Ensure that the programme and sanctions agreed for any pupil who is exhibiting bullying behaviour are carried out;
- Ensure ongoing communication with the homeschool/ parents/carers of children involved until all parties agree that the issue is resolved;
- Ensure that they are confident to deal with incidents of bullying and behaviour management through attending training;
- Establish a climate of trust and respect for all.

4.3 Other members of staff

The role of other members of staff is to:

Take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place;

- Ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the centre's Behaviour Policy;
- Listen to and support any child who is being bullied;
- Establish a climate of trust and respect for all.

4.4 Parents

The role of parents is to:

- Contact the school immediately if they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying;
- Support the centre's Anti-Bullying Policy and code of good behaviour.

5. Monitoring and review

This policy is monitored on a day-to-day basis reviewed as part of the Behaviour Policy on a yearly basis.

This policy will be deemed successful if

- Any bullying is promptly reported and reported incidents of bullying remain low;
- Any bullying is promptly dealt with in such a way as to prevent reoccurrence;
- This is a happy centre where all feel safe and secure.

Policy:

Jennifer Wood, Centre Director and Proprietor

Created: August 2019

Reviewed: December 2020

Reviewed: December 2021

Reviewed: August 2022, Jennifer Abraham

Reviewed: 31st August 2023, Jennifer Abraham

Appendix 1

Key messages about bullying

Reference: 'Say no to bullying' Theme 3

Excellence and Enjoyment: Social and Emotional Aspects of Learning (SEAL) DfES 2005

General

Similarities and differences are to be valued and celebrated to create an ethos of respect.

Bullying is deliberate, ongoing and involves an inequality of power.

Bullying situations involve three parties: the person who is bullied, the witnesses and the person doing the bullying.

Bullying can take a variety of forms. Judgements about how serious or mild it is can only be made by considering the way it feels to the person experiencing the bullying. We all respond differently.

In order to become a school where 'telling' is the norm, we need to understand why children who are bullied and witnesses don't tell, and make it more possible for them to do so.

About those who are bullied

Bullying can happen to anyone.

Understanding the link between feelings, thoughts and behaviours enables us to understand how those who are bullied might respond.

Children need a clear plan that will keep them safe if they experience bullying. It is equally important for children to use the social, emotional and behavioural skills they have built up:

- to use a variety of ways of managing their emotions, for example feelings of fear or anger aroused by bullying behaviours;
- to use the problem-solving process for bullying situations as for other interpersonal difficulties.
- Children who experience bullying need friends and kindness.

About witnesses

Witnessing bullying behaviour is a powerful situation to be in.

Understanding the feelings that witnesses may experience enables us to understand why they sometimes don't tell about the bullying they have seen.

Witnesses can act as an audience, which can encourage the children doing the bullying, even if they do not mean to.

There are several options open to witnesses to make bullying less likely. They can:

- challenge the children doing the bullying (in certain circumstances);

- ‘scoop up’ the child who is being bullied (‘come on, you’re needed in our game now’ spoken to the child as two children take an arm each and lead the child away);
- tell an adult;
- talk to others;
- devise a problem-solving plan;
- be kind to the person experiencing bullying.

About bullying behaviour

Bullying behaviour is used by many children who are at other times witnesses or targets of others’ bullying behaviours.

Bullying behaviour is contextual – it is not in ‘the nature’ of the person doing it (just as being a person who is bullied is not in ‘the nature’ of the person experiencing it). Children use bullying behaviours for a variety of reasons

In order to stop children from bullying, we have to develop a context in which children and adults want bullying to stop and in which it is the norm to 'tell' if bullying is seen or known about.

Children who bully need to understand the effect they are having on their targets (the development of empathy).

Children who bully need to have the support that any child needs when trying to change their behaviour