

Staff Training

Senior Teacher for Ethos: Regular reports to SLT/ discussions with head teacher/ discussions with LC and LCAs
New staff: Teaching and non teaching receive training on Prevent.

Teaching staff: receive reminders in briefing as issues emerge in the news that may require discussion. Also reminders as videos involve issues that link to prevent such as British Values.

All staff: Annual 'Top up' Prevent sessions as part of INSET. If staff do not attend INSET (such as lunch time supervisors) INSET will be arranged for them.

All staff: A5 poster – signs and symptoms of radicalisation in office etc. To support staff to adhere to and understand strategy.

Targeted staff: At the direction of the Head teacher additional training may be given to staff when needed.

Assemblies

Assemblies are given by a wide range of staff and will often support (and never oppose) the values of an inclusive, multi-ethnic, multi faith society.

Videos/ Frog

A five year long program of videos that cover a range of issues and world views that help to develop the students to thrive and feel confidence in a pluralistic society. (PAW)

Reaction to Events

Specific world, national or local events will be responded to in order to help students understand and process them. This may be done through assemblies, lessons or through events.

Videos/ tutor sessions on British Values:

Tutors discuss being British with students, educated them in the unity of equality and provide a safe place to discuss how they feel about modern society

Responsive:

e.g Random Acts of Kindness Initiative:
Whole school and community (KH/ PAW)
Just One Thing: Mental Health Actions that support one another during COVID. (See Facebook)

Lessons

See SMSC document for a full list of issues that are covered that help students achieve a positive and realistic view of society and culture.

Lessons include (but are not limited to) RS – GCSE topic of causes of Islamic extremism and reactions to it /and impact of injustice

In KS3 and KS4 many discussions of religious freedom and its importance
KS4: Hate crimes: their impact on society and on individual liberty

Citizenship / PSHE – what is democracy?
Both RS/ PSHE provide a safe place for students to share and develop views on challenges and benefits of a modern inclusive society .

Through ECM/ behavioural reports a learning co-ordinator may refer a student to one of the below.

Racist incident forms will be filled in when appropriate.

All issues of concern will be passed to the DSL (who will attend all ECM meetings.) .

Prevent at Frederick Gough School

Aim: to engage with young people and help them to have the skills to engage with society in a positive manner.

To protect vulnerable students from extremism and radicalisation.

Primary Risk: Far Right, white supremacist groups

ALL concerns are passed on to the DSL (or any of the deputies).

The DSL will risk assess and then may choose **one (or more)** of the options below.

Education session with PAW/CS (or other member of staff designated by the DSL):

This will be delivered according to need as directed by the DSL or the LC.
For example: what is the history of the word "Paki" and why it is offensive.

The aim is to educate the student and challenge unhealthy and inaccurate world views that clash with living in a multi cultural society.

This is delivered after a discussion with the LC or a senior member of staff so that the student will know that (for example) repeating a racist behaviour will lead to consequences.

After completing a session PAW will complete a 'pink' referral form to create a record of intervention. This will ensure that SLT/Inclusion/ Learning Coordinators have a

The DSL makes an external referral to an appropriate agency.

Other appropriate actions according to need of the student.

A personalised response according to a specific need:

For example: a meeting with a local imam or vicar/ watching a specific film/ a session with a geography specialist about immigration or a discussion with a soldier/ a whole family conversation/ a conversation with parents.

It may also be social worker intervention or support where it is considered that family background is an issue.