



Safety ★ **Commitment** ★ **Aspirations**

The Prevent Duty



At Mapledene, we are more than a school — we are a family. Rooted in our core values of
'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired.

Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

In line with the Prevent Duty, we are committed to upholding integrity, transparency, and accountability, creating an environment where individuals feel safe, supported, and empowered to report any concerns — including those related to radicalisation or extremism — responsibly and without fear of reprisal.

Working closely with parents, carers, and external partners, we ensure every child—regardless of background or need—has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:
BELONG, BELIEVE, BE YOU; ACHIEVE.

The Prevent Duty July 2015

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies.

Designated Prevent Officers: Head Teacher

At Mapledene Primary School, protecting children from the risk of radicalisation is seen as part of our schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We strive to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes:

- **RISK ASSESSMENT** - being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- **WORKING IN PARTNERSHIP** - Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- **STAFF TRAINING** - schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- **IT POLICIES** - for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. More generally, schools have an important role to

play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE.

Building children's resilience to radicalisation

Mapledene Primary School aims to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote citizenship, as well as the spiritual, moral, social and cultural development of pupils and, within these, fundamental British values. In addition, Personal, Social and Health Education (PSHE) and RE (through the Birmingham agreed syllabus for the teaching of RE) are effective ways of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. PSHE is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and well-being. We strive to teach pupils to develop effective ways of resisting pressures, including knowing when, where and how to get help. Staff at Mapledene encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Taken from:

The Prevent Duty Departmental Advice for Schools and Childcare Providers
June 2015