

The 'Prevent' Strategy at Haydon School (January 2018)

1. Introduction

The 'Prevent Strategy' published by the government in 2011 is a strategy designed to prevent any kind of extremist or terrorist activity from occurring in any community. (This document should be read in conjunction with the document Promoting British Values available on the school website).

The approach that Haydon takes is built on the following principles:

- i. It is good practice in any school to be constantly vigilant in combatting suspicion or distrust between different groups of people represented in the school's community. Mistrust and a sense of injustice lie at the heart of division which can lead to extremist activity.
- ii. The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life, as things change, depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- iii. Having a stake in the opportunities which Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education that sees students leave school confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism.

2. How the 'Prevent Strategy' is delivered at Haydon

The strategy is delivered through the following elements of our provision:

- i. **The Curriculum:** Students follow a traditional, broad and balanced curriculum. There are three Religious Studies specialists and REP (Religion, Ethics and Philosophy) is compulsory throughout Key Stages 3 & 4. Religious Studies is also a popular option at GCSE and A Level. The REP curriculum follows the Locally Agreed Syllabus. It includes studying elements from all major world religions, with a focus on Christianity and Islam at KS4. There are very few students who are withdrawn from either REP or from school assemblies. Citizenship and PSHE are also compulsory throughout all Key Stages. Democracy, rule of law and global citizenship is taught as well as tolerance, diversity and respect. There is a strong PSHE curriculum which includes sex and relationships education, health education, drugs education and social issues amongst other learning. On PSHE days there is a focus on inclusion (anti-bullying, positive/destructive relationships/grooming.)

Performing Arts subjects, including music and drama are compulsory in KS3, as are History and Geography. Humanities subjects cover life in Britain historically and in contemporary times. In Geography they seek to break down misconceptions and challenge stereotypes. They aim to raise awareness of different issues affecting people in a multicultural and multi faith societies, including immigration issues and promoting fairness and equality within all ethnic communities in the UK. In Social Science students are taught about being effective citizens. Politics, Law and Sociology are popular options at KS5, alongside History and Geography. Business Studies at KS4 & 5 involves the teaching of ethics and corporate social responsibility.

At KS3 Science reinforces reproduction and relationships, diet and healthy living with a more in depth look at contraception at KS4 which includes sexual relationships, alternative methods of avoiding pregnancy, and religious views.

In the teaching of languages they cover aspects of spiritual, moral and social issues. At KS3/4 & 5 they explore religious and pagan celebrations and festivals in French, German, Italian, Spanish, Mandarin countries and a reflection on their meaning and significance. Discussions in language lessons involve topics of relationships, rights and responsibilities; the moral tension that young people face when discussing an aspect of youth culture. Social discussions include racism in the target language speaking countries, discussions about the right to vote and about the consent for various rights. Students in KS3 & 4 have the opportunity to take part in foreign exchange trips to France, Germany and Italy staying with families and visiting schools allowing students to make new friendships. There have also been trips to China, Japan and other target language speaking countries.

All GCSE technology subjects cover SMSC (spiritual moral social and cultural development) aspects of design, for example: how designers ensure their products do not offend different groups within society and why it is important to do this. Design & Technology projects in KS3 resistant materials focus on cultural identities (Year 7) and cultural events (Year 8). Both projects provide opportunities for students to share a part of their national and cultural identity with other students. Food Technology examines different countries' diet and cuisine. Students research cultural and religious traditions and beliefs and how people eat. Students complete research based homework on this and make a variety of different dishes from around the world.

- ii. **Performing Arts Education:** The study of performing arts at Haydon is endorsed by our Performing Arts Mark. Girls and boys perform in front of each other in dance, drama and music and value the opportunity to do so.
- iii. **Extra-Curricular Provision:** Both boys and girls are involved in clubs and other activities that enrich the curriculum at Haydon. Participation rates are tracked so that any groups or individuals who are not taking advantage of what is on offer across the school, can be encouraged and/or enabled to get more involved. Students engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment including trips abroad and to a variety of places of worship. Examples include: Modern Foreign Languages (MFL) trips, the battlefields in Ypres, theatre trips, REP to Marrakech.
- iv. **Student Voice:** Haydon has a strong School Voice and a range of other initiatives for student leadership that allow students to have input into the strategic planning for the school. A democratic process is in place to ensure fair representation. Students have the opportunity to have their voices heard through our Student Voice, surveys and questionnaires. The aim of Student Voice is to make Haydon School a better community both within school and outside. Its aim is to create a greater sense of community, through events, competitions and our Haydon Values. Students from school are involved in voting in the Youth Parliament, charity work and Road Safety awareness (alongside TFL)
- v. **Links with Employers:** All Year 12 students undertake work experience during the summer term.
- vi. **Parental Involvement:** The regular newsletter and the school website ensure that there is good communication between home and school. Students and their parents

can access help, advice and support when they need it, from our effective pastoral staff. Much support is given to parents at crucial times, for example, when students are making options choices.

- vii. **Safeguarding:** Haydon has employed extensive safeguarding services for students as part of its commitment to the whole child. They include: Year Leaders and a non teaching Deputy Year Leader for each year group, a Home School Liaison Officer, two School Counsellors, a Youth Worker, one Welfare Officer and a team of Teaching Assistants. We have a Social Inclusion Unit that supports students in KS3 & 4. Every child has a Form Tutor, a Year Leader and a Deputy Year Leader who will stay with them for Years 7-11. The Designated Safeguarding Lead (DSL) is a Deputy Headteacher who is supported by a safeguarding team of five others. We also employ the services of a Participation Officer. We have a Safer Schools Officer. Our counsellors provide high quality counselling services to a number of students and support emotional well-being. These services are coordinated by a Deputy Headteacher. Records are kept meticulously and referrals are followed up conscientiously. Liaison with Social Services, CAHMS (Child and Adolescent Mental health Service) and other agencies is carried out effectively.
- viii. **Governance:** The Governing Body of Haydon is actively involved in the life of the school, supporting the students and their families to do well. The Student Committee, takes an active role in holding the school to account for the safety and well-being of the students. The Student Committee has a termly update of safeguarding issues. The Student Committee also ensures that the aspirations, ambitions and enrichment of students' learning is extensive and that the principles of equality for all students of all groups and abilities is upheld. The Personnel Committee supports in all staffing issues.
- ix. **Data Analysis:** Data for outcomes, progress, attendance, behaviour and participation is analysed by group to ensure that no groups are over or under represented and that achievement is the highest it can be for all students.
- x. **ICT School Network:** Access to social media sites/chat rooms is generally blocked. However, in certain situations where for example, logging/social media is required as part of the course or for research (GCSE/A Level), it may be allowed. Students are asked to complete a disclaimer form and also such activity is subject to monitoring.

This comprehensive approach to ensuring that students have access to the highest quality education which offers experience, in the world beyond Haydon, to equip students to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind. Students are proud of their British heritage. The school is proud of its achievements as students leave and go on to work, apprenticeships, college, university and ultimately to have successful careers.

Jayne Guest
Deputy Headteacher

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