

Prevent Action Plan

September 2024

St Mary's Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

| Duty | What this means | Action | By whom |
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| Risk assessment | | | |
| Assess the risk of children being drawn into terrorism | Staff can demonstrate a general understanding of the risks affecting children and young people | <ul style="list-style-type: none"> • All staff have read “Keeping Children Safe in Education”, September 2022 • The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2015). | <p>All staff</p> <p>Prevent Lead</p> |
| | Staff can identify individual children who may be at risk of radicalisation and how to support them. | <ul style="list-style-type: none"> • The Prevent Lead has informed staff about signs and indicators of radicalisation. | Prevent Lead |
| | There is a clear procedure in place for protecting children at risk of radicalisation. | <ul style="list-style-type: none"> • All staff have read the Schools Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty. • All staff understand how to record and report concerns regarding risk of radicalisation. | <p>All staff</p> <p>All staff</p> |
| | The school has identified a Prevent Lead. | <ul style="list-style-type: none"> • All staff know who the Prevent Lead is and that this person acts as a source of advice and support. The Head teacher Rachel Tainsh is the Prevent Lead. | All staff |

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| Prohibit extremist speakers and events in the school | The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises. | <ul style="list-style-type: none"> • Request an outline of what the speaker intends to cover • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. • Provide justification for their decisions in writing. | Prevent Lead |
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| Working in Partnership | | | |
| The school is using existing local partnership arrangements in exercising its Prevent duty. | Staff record and report concerns in line with existing policies and procedures. | <ul style="list-style-type: none"> • All staff record and report concerns on Cpoms. | All staff |
| | The Prevent Lead makes appropriate referrals to other Agencies. | <ul style="list-style-type: none"> • Records of referrals are kept on Cpoms. • Referrals are followed up appropriately. | Prevent Lead |
| Staff training | | | |

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| Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. | Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism. | We: <ul style="list-style-type: none"> • Ensure that the Designated Safeguarding Lead undertakes Prevent Awareness Training. • Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • staff have completed Prevent training. | Designated Safeguarding Lead/Prevent Lead Relevant staff identified by the Prevent Lead |
| IT Policies | | | |
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | The school has policies in place which make reference to the "Prevent" duty. | <ul style="list-style-type: none"> • Safeguarding School Policy and e safety policy available of the website for parents linked to the Prevent duty. Parents are also guided to the educate against hate website. | Prevent Lead |
| | Children are taught about on-line safety with specific reference to the risk of radicalisation. | <ul style="list-style-type: none"> • The curriculum reflects this duty. | |
| Building children's resilience to radicalisation | | | |

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| <p>Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.</p> | <p>Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.</p> | <ul style="list-style-type: none"> • Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/ | <p>PSHE staff</p> <p>Other relevant staff</p> |
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References:

“Keeping Children Safe in Education: 2024

“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015