**St Thomas CofE Primary Academy Prevent Action Plan 2022-2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Duty** | **What this means** | **Action** | **By Whom** |
| Assess the risk of children being drawn into terrorism or extremism | The DSL is the prevent lead in school | All staff know who the Prevent Lead (DSL) is and that this person acts as a source of advice and support. DDSLs understand the Prevent duty and work closely with the DSL to identify individuals at risk. | DSLs and DDSLs |
| Staff can demonstrate a general understanding of the risks affecting children and young people | All Staff have read up to date version of “Keeping Children Safe in Education”  The Prevent Lead has informed staff of their duties as set out in ‘The Prevent Duty’ (DFE, June 2015).  All staff receive annual in house Safeguarding training to ensure staff are aware of revised guidelines and recommendations | DSLs and DDSLs |
| Staff can identify individual children who may be at risk of radicalisation and how to support them | All staff have completed Prevent online training which informs staff about signs and indicators of radicalisation bi annually | All staff |
| There is a clear procedure in place for protecting children at risk of radicalisation. | All staff have read the 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 | All staff |
| The School will prohibit extremist speakers and events in the schoo | The school exercises “due diligence” in relation to requests from external speakers and organisations booking to use school premises. | 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 | Principal  Collective worship lead  Class teachers |
| The school is using existing local partnership arrangement s in exercising its Prevent duty. | Staff record and report concerns in line with existing policies and procedures. The DSL or DDSLs makes appropriate referrals to other agencies including the Channel Panel via the Multiagency Safeguarding Hub (MASH) or the Staffordshire Police Prevent team | All staff record and report concerns following normal concern logging procedures. Records of referrals are kept in my concern  Referrals are followed up appropriately | All staff |
| Equip staff to identify children at risk of being drawn in to terrorism and to challenge extremist ideas. | Assess the training needs of staff in light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism. | Ensure the DSL and DDSLs are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.  All staff attend in-school Safeguarding training which will include understanding of the Prevent duty and also access the government awareness course for the Prevent Dutuy.  The governing body complete the online safeguarding training | DSl/DDSL |
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools. | Children are taught about on-line safety with specific reference to the risk of radicalisation. | Online Safety work in class as part of the curriculum | Teaching staff |
| Fulfil the “Keeping Children Safe in Education” requirement to ensure appropriate internet filters and monitoring systems are in place. | Filters are in place and monitoring is completed appropriately | DSL and computing lead |
| Ensure that children have a “safe environment ” in which to discuss “controversia l issues”. | Children develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”. | A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged.  Through PSHRE, 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/guidan ce-on-promoting-british-values-in-schoolspublished | All staff |
| Ensure a clear safety plan if lockdown is needed | If there was an immediate risk in school, staff and pupils know how to respond | Arrange a training session for staff and pupils about lockdown procedures | DSL and all staff |