



Edwalton Primary School Prevent Action Plan

On 1st July 2015 the Prevent Duty (section 26) of The Counter-Terrorism and Security Act came into force. This duty places responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Edwalton Primary School is fully committed to safeguarding and promoting the welfare of all of its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against other vulnerabilities.

All staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We believe that all children should have opportunities to explore diversity and understand Britain as a multi-cultural society, where everyone is treated with respect regardless of their race, gender, sexuality, religious views, special need or disability.

Context of the school

Edwalton Primary School is a large school currently with 419 pupils which is situated in Edwalton which is situated on the outskirts of West Bridgford in the southern conurbation of Nottingham. We have pupils from both the city and county areas. 66% of our pupils identify as White British, 34% identify as white and black Caribbean, Caribbean, white and Asian, Portuguese, Chinese, Indian and Pakistani. 6% of our pupils speak English as an additional language. 10% of our pupils currently receive free school meals and 16% are in receipt of pupil premium or ever six funding.

Risk Assessment				
Duty	What this means	Action	By whom	Evidence
Assess the risk of children being drawn into terrorism.	Staff can demonstrate a general understanding of the risks affecting children and young people.	All staff have read part 1 and 4 of KCSIE Sept 2016. All teaching and support staff have undertaken online training outlining their duties under the prevent strategy.	All teaching and support staff.	Folder in office with signed sheet re reading and understanding parts 1 and 4. Folder with training certificates.
	Staff can identify individual children who may be at risk of radicalisation and know how to support them.	The Prevent Lead has informed staff about signs and indicators of radicalisation.	Prevent Lead	As above
	There is a clear procedure in place for protecting children at risk of radicalisation.	All staff have read the school Safeguarding and child protection policy which includes a statement outlining the school's prevent duty. All staff know how to log a concern regarding a risk of radicalisation. All teaching staff have a log in to our online safeguard software and would complete a concern as they would for any other safeguarding issue.	All Staff All staff	Signed sheet from training and copies of online training certificates.
	The school have identified a Prevent Lead , Anthony Thomas, Head Teacher.	All staff know who the prevent lead is and also who the deputy DSL's are, in his absence, who will act as a source of advice and support.		
Prohibit extremist speakers and events in school	The school exercises due diligence in relation to requests/visits from external speakers and	Request for outline of what the speaker intends to cover.	Prevent lead or their deputy DSL in	Procedures in place for visiting speakers- on recommendation or already well known to school.

	organisations using school premises.	Research the person/organisation to establish if they demonstrated extreme views/actions. Deny permission to use school premises if they have links to extreme groups or movements. Provide justification for their decisions in writing.	their absence.	
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.	All staff record and report concerns on safeguard software (non- teaching staff complete paper concern forms and these are inputted to safeguard software by DSL's on their behalf.)	All staff	Confidential files kept on safeguard software.
	The prevent lead (or his deputies in his absence) makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel panel.	Records of referrals are stored electronically on safeguard software. Referrals are followed up appropriately. All referrals are discussed at the weekly DSL meetings.	Prevent Lead (or deputies)	Safeguard software

Staff Training				
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 being drawn into terrorism.	As a minimum the school should: Ensure that the DSL undertakes Prevent Awareness Training. Head Teacher undertook training on: Ensure that the DSL's are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff have completed the Prevent online training.	DSL's and Prevent Lead All Staff	Prevent awareness certificate DSL training up to date (see folder/SCR in office) Channel training certificates (see folder/SCR in office)

IT Policies				
Ensure that children are safe from terrorist and extremist material when accessing the internet in school.	The school have a policy in place that references the "Prevent" Duty.	Updated E safety policy. Updated Anti-bullying and Behaviour policy. Acceptable Use Policy signed by all teaching and support staff and by all pupils.	Prevent Lead (or deputies) IT lead	E safety curriculum planning. Policies.
	Children are taught about on-line safety with specific reference to the risk of radicalisation.	The curriculum reflects this duty.	Prevent lead (or deputies)	E safety curriculum planning.
Building Children's Resilience to Radicalisation.				
Ensure that pupils have a safe environment to discuss "controversial issues"	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.	Through PSHE/Citizenship, circle times, assemblies 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/guidanceon-promoting-british-values-in-schools published/	Teaching staff	Curriculum planning. School council meeting minutes.
Develop the School Council's voice within school and pupil voice	Democratic elections of School Council Representatives. Pupil voice profile raised across school.	School Council to be elected annually following a democratic election campaign. School council meet at least fortnightly and deliver regular whole school or Key Stage assemblies.	School Council lead	School council minutes. School council display board.
To ensure that British Values are integrated into the curriculum and develop tolerance of others.	Curriculum themes promote and celebrate tolerance of others. Assemblies focus on Values. RE curriculum develops understanding of other faiths.	To annually review our British Values curriculum.	SMSC lead Teaching staff	Long term plan includes BV themes and texts. Assembly rota BV overview RE Planning