

Forest Glade Primary School



Prevent Action Plan 2023-2024



Forest Glade Primary and Nursery School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2005, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Prevent Lead – Steven Champion, Head Teacher

Deputy Prevent Lead – Gemma Gregory, Deputy Head Teacher

References: *Keeping Children safe in Education*: Information for all school and college staff DfE, September 2022

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

Duty	What this means	Action	By whom
Risk Assessment			
Assess the risk of children being drawn into terrorism and follow appropriate procedures.	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> All staff have read <i>Keeping Children Safe in Education</i>, September 2022 The Prevent Lead has informed staff of their duties as set out in <i>The Prevent Duty</i> (DfE, June 2015) 	All staff Prevent Lead
	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 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 All staff
	The school has identified a Prevent lead	<ul style="list-style-type: none"> All staff know who the Prevent Leads is and that this person acts as a source of advice and support. 	All staff
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

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 Leads makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel	<ul style="list-style-type: none"> Records of referrals are kept in the child's CP file Referrals are followed up appropriately. 	Prevent Lead
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 of being drawn into terrorism.	<p>As a minimum the school should:</p> <ul style="list-style-type: none"> Ensure that the designated safeguarding Leads undertakes Prevent Awareness Training Ensure that the designated safeguarding Leads is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. 	Designated Safeguarding Leads/Prevent Leads
IT Policies			
Ensure that children are safe from terrorist and extremist material When accessing the internet in school	The school has policies in place which make reference to the "Prevent" duty.	<ul style="list-style-type: none"> E safety policy Acceptable use policy Anti-bullying policy 	Prevent Lead
	Children are taught about online safety with specific reference to the risk of radicalisation	The curriculum reflects this duty	Prevent Lead Computing Lead
Building children's resilience to radicalisation			
Ensure that pupils have a 'safe Environment' in which to discuss 'controversial issues'	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	<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 	All staff All relevant staff