

Spring Common Academy “PREVENT” Action Plan

Spring Common Academy 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 2018/2019	
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 2018. The Head Teacher as 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 (Head Teacher)</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 (Head Teacher)
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> All staff have read to state they have read and have understanding of Spring Common Academy 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 using the log of concern form 	<p>All staff</p> <p>All staff</p>
	The school has identified a Prevent Lead (Head Teacher)	<ul style="list-style-type: none"> All staff know the Prevent Lead is the Head teacher and that this person acts as a source of advice and support. The alternative is the Deputy Head as Safeguarding Lead. 	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 any extreme groups or movements. Provide justification for their decisions in writing. 	Prevent lead (Head Teacher)

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 the usual "Logging Concerns Form". 	All staff
	The Prevent Lead 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 CP file Referrals are followed up and outcomes recorded. 	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 lead undertakes Prevent Awareness Training and follows updates. 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 the Home Office online "PREVENT" training course. 	<p>Designated Safeguarding Lead/Prevent Lead</p> <p>Relevant staff identified by the Prevent Lead</p>
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"> E safety policy Acceptable use policy Anti-bullying policy Critical Incidents Policy 	Prevent Lead
	Children are taught about on-line safety with reference to risk of radicalisation.	<ul style="list-style-type: none"> The curriculum reflects this duty. 	Class Teacher

Building children’s resilience to radicalisation			
<p>Ensure that pupils have a “safe environment” in which to discuss “controversial issues” that reflects their cognitive or developmental learning needs within a special school.</p>	<p>Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in UK and global 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 including Fundamental British Values. As an International School, pupils are taught about the importance of global society values and positive messages of learning about diversity and other cultures. • Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/ 	<p>Class Teacher through Personal development and PSHE.</p> <p>Other relevant staff</p>

References:

“Keeping Children Safe in Education: Information for all school and college staff” DfE, July 2018

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