

<b>Prevent Action Plan</b>			
<b>Duty</b>	<b>What this means</b>	<b>Action</b>	<b>By Whom</b>
<b>Risk assessment</b>			
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"> <li>All staff have read "Keeping Children Safe in Education", 2019.</li> <li>The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015).</li> </ul>	<b>All staff</b> <b>Prevent Lead</b>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> <li>The staff have been informed of the signs and indicators of radicalisation.</li> </ul>	<b>Prevent/Safeguarding Lead</b>
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> <li>All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty.</li> <li>All staff understand how to record and report concerns regarding risk of radicalisation.</li> </ul>	<b>All staff</b> <b>All staff</b>
	The school has identified a Prevent Lead.	<ul style="list-style-type: none"> <li>All staff know who the Prevent Lead is and that this person acts as a source of advice and support.</li> </ul>	<b>All staff</b>
	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"> <li>Request an outline of what the speaker intends to cover</li> <li>Research the person/organisation to establish whether they have demonstrated extreme views/actions.</li> <li>Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.</li> <li>Provide justification for their decisions in writing.</li> </ul>
<b>Working in Partnership</b>			
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. 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"> <li>All staff record and report concerns on the usual "Logging Concerns Form".</li> <li>Records of referrals are kept in the appropriate child/adult's file.</li> <li>Referrals are followed up appropriately.</li> </ul>	<b>All staff</b>  <b>Prevent Lead</b> <b>Prevent Lead</b>
<b>Staff training</b>			

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><b>As a minimum the school should:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the designated safeguarding lead (DSL) undertakes Prevent Awareness Training.</li> <li>• Ensure that the DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</li> <li>• Relevant staff have completed the "General Awareness Training on Channel". (Referred to in the DfE guidance cited below).</li> </ul>	<p><b>Designated Safeguarding Lead/Prevent Lead</b>  <b>Relevant staff identified by the Prevent Lead</b></p>
<b>IT Policies</b>			
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. Children are taught about on-line safety with specific reference to the risk of radicalisation.	<ul style="list-style-type: none"> <li>• Acceptable Use Policy &amp; School Behaviour Policy</li> <li>• The curriculum reflects this duty.</li> </ul>	<p><b>Prevent Lead</b>  <b>All staff</b></p>
<b>Building children's resilience to radicalisation</b>			
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"> <li>• Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues.</li> <li>• Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</li> <li>• Relevant staff are aware of the government guidance: <a href="https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/">https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/</a></li> </ul>	<p><b>PSHCE staff</b>  <b>All staff</b>  <b>Other relevant staff</b></p>

**References:**

"Keeping Children Safe in Education: Information for all school and college staff" DfE, July 2019

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

Crosshall Junior 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.