**“Prevent” Action Plan**

Highfield Ely 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.

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| **Duty** | **What this means** | **Action** | **By whom** |
| **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 | * All staff have read “Keeping Children Safe in Education”, 2024. * The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2015). This is updated annually at Safeguarding training. * Staff complete yearly government refresher training on Prevent. | **All staff**  **Prevent Lead** |
|  | Staff can identify individual children who may be at risk of radicalisation and how to support them. | * 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. | * 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 via My Concern. | **All staff**  **All staff** |
|  | The school has identified a Prevent Lead. | * All staff know who the Prevent Lead 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. | * 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. | * All staff record and report concerns on the usual “MyConcern’ report a concern form | **All staff** |
|  | The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel. | * Records of referrals are kept using the ‘My Concern’ software * 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. | **As a minimum the school should:**   * Ensure that the designated safeguarding lead undertakes Prevent Awareness Training. * 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 complete the yearly prevent refresher training issued by HM Government. | **Designated Safeguarding Lead/Prevent Lead**  **Relevant staff identified by the Prevent Lead** |
| **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. | * E safety policy * Acceptable use policy * Anti-bullying policy | **Prevent Lead** |
|  | Children are taught about on-line safety with specific reference to the risk of radicalisation. | * The curriculum reflects this duty. |  |
| **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”. | * Through PSHEE/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/> | **Class Staff**  **Other relevant staff** |

**References:**

“Keeping Children Safe in Education: Information for all school and college staff” DfE, September 2024

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