PREVENT OVERVIEW 2022-2024 - SEABRIDGE PRIMARY SCHOOL

All members of staff are aware of their responsibilities under Prevent and MyConcern is checked regularly to ensure any Prevent concerns are recorded. Further training materials are available in paper form on the staff Safeguarding Board (located in the staffroom)

National Context

The National Prevent Strategy, published by the government in 2011, is part of the UK's overall counter-terrorism strategy known as CONTEST. The aim of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging ideology that supports terrorism and those who promote it;

- protecting vulnerable individuals from being drawn into terrorism through appropriate advice and support;

- supporting sectors and institutions where there is a risk of radicalisation.

The Prevent strategy recognises that people who are engaged in terrorist activities are often initially drawn into extremist narratives and beliefs and that these narratives (violent and non –violent) should be challenged to stop people moving from extremist groups or from extremism into terrorist related activity.
The Counter Extremism Strategy 2015 defines extremism as; "the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect of different faiths and beliefs. We also regard calls for the death of our armed forces as extremist."

What is the Prevent duty?

The Prevent duty means you're required to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological and applies to **all** schools.

What does it mean for schools?

You need to protect pupils from the risk of radicalisation, as part of your wider safeguarding duties and duty to promote community cohesion.

To do this, you should:

- Ensure your safeguarding procedures are robust and include the risk of radicalisation
- Make sure you have appropriate internet filtering systems in place to ensure pupils aren't exposed to harmful online content
- Carry out an assessment of risk of pupils being drawn into terrorism, based on your local risk and discussions with your local authority and local police force
- Make sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern
- Make sure your school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Teach pupils how to recognise and manage risk, think critically, and make reasoned arguments

The designated safeguarding lead (DSL) **must** have Prevent awareness training.

What should I do if I have a concern?

If you have a concern, you should follow your school's usual safeguarding procedures. Discuss these with the DSL, and they will decide whether to involve other agencies such as the LA, police, social services, or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism.

The threat level for the UK is set by the Joint Terrorism Analysis Centre (JTAC). Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

- LOW means an attack is unlikely.
- MODERATE means an attack is possible, but not likely
- SUBSTANTIAL means an attack is a strong possibility
- SEVERE means an attack is highly likely
- CRITICAL means an attack is expected imminently

The Counter Terrorism and Security Act 2015

On 1st July 2015, the Counter Terrorism and Security Act (CTSA) 2015 became statutory.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory Prevent duty on specified authorities in the exercise of their functions, to have 'due regards to the need to prevent people from being drawn into terrorism'.

Definitions:

EXTREMISM

Is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

RADICALISATION

Defined in the Prevent Strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

RADICALISING MATERIALS

This includes literature or videos that are used by radicalisers to encourage or reinforce individuals to adopt a violent ideology. Some of this material may explicitly encourage violence. Other materials may take no avowed position on violence but make claims to which violence is subsequently presented as the only solution.

TERRORISM

The current UK definition of terrorism is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

VULNERABILITY

Describes the condition of being capable of being injured, difficult to defend, open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Duty	Actions	Impact	Lead person	Timescale	Evidence	Monitoring (by whom and when)
A single point of contact (SPOC) for Prevent is established and staff are fully informed of the role	Ensure Prevent is clearly referenced within Safeguarding and Child Protection Policy Ensure all staff know that DSL, and in her absence DDSL, is the SPOC, through annual Prevent training	Reduces risk as SPOC provides communication across the school, ensuring confidentiality and clarity; Reduces risk by providing clear referral route to Channel; Reduces risk by establishing Prevent as a safeguarding priority and duty	JH (SPOC and DSL)	Annual (Autumn term)	Training records Training materials Annual safeguarding audit Website contact details	End of Autumn term Simon Caton (Academy Councillor with responsibility for Safeguarding)
The risk of pupils being drawn into radicalisation, terrorism and extremism is assessed and actions to reduce the risk identified	Ensure British Values are fully embedded within the curriculum, both explicity and implicitly Regular contact with local PCSO for idenitification of local issues/concerns Safer recruitment processes reviewed and training needs identified Regular staff CPD to raise awareness of signs Ensure staff are aware of advice contacts at local level Ensure MyConcern is used to identify any referrals and concerns for history retention Attendance at termly DSL updates	British Values support a tolerant community which celebrates difference and promotes living in harmony Risks are identified, understood and responded to Acquired local knowledge is swiftly acted upon and linked to staff CPD Awareness of Prevent is embedded in safeguarding calendar The school has confidence that appointments are rigourously checked Promotes a whole school culture of vigilence	JH	Annual (Autumn term)	Training records Training materials Annual safeguarding audit Staff meeting minutes	Annual safeguarding audit Simon Caton (Academy Councillor with responsibility for Safeguarding)
Staff CPD ensures the signs of radicalisation and extremism are recognised promptly	Annual assessment of staff training needs Annual Prevent training Regular updates based on local knowledge and national updates Staff to complete Flick Learning 'Preventing radicalisation for students' 6 months after face to face training	CPD is tailored to need Prevent remains high on the agenda with revisit through the year, including through assessment (Flick accreditation - held in personnel files) CPD is linked to local needs and national agenda	JH	As per staffing meeting CPD calendar	Staff meeting minutes Training records Annual safeguarding audit	Annual safeguarding internal audit Simon Caton (Academy Councillor with responsibility for Safeguarding)

Staff know the procedures for reporting concerns	Annual CPD to identify referral processes Ensure easy access to information regarding the referral process (safeguarding noticeboard), including contact details	Referrals are made within tight timescales and through the appropriate channels Staff are confident in their knowledge of processes and contact routes	JH	Termly revisit	Staff meeting minutes Safeguarding display Annual safeguarding audit	Annual safeguarding audit Simon Caton (Academy Councillor with responsibility for Safeguarding)
Children and staff are safe from terrorist and extremist material	Ensure all staff access Prevent training and mid-year update so that they can manage and respond to risks Ensure all teaching staff access Online Safety training All teaching staff complete Flick Learning E-Safety module Ensure internet access is monitored regularly with concerns reported to SPOC Ensure appropriate filtering is in place	Risks are identified and addressed at the earliest opportunity Reduction of risk by ensuring a whole school culture of vigilance Pupils and staff are well-informed of how to keep themselves safe online Prevent is embedded through CPD	JH MBe (online safety)	End of Autumn term End of Spring term Online Safety: based on curriculum overview for each year group	Staff meeting minutes Training records Planning Filtering reports Annual safeguarding audit	Annual safeguarding audit Simon Caton (Academy Councillor with responsibility for Safeguarding)
Pupils have a safe environment in which to discuss concerns	Ensure pupils are explicitly taught where and how seek help in a range of scenarios, including when online Maintain culture of open, honest discussion Ensure TalkTime sessions and contact information for ChildLine are well-communicated to pupils Ensure parents are aware of the signs so that children can communicate concerns both at school and in the home	Pupils are confident to share their concerns across a range of subjects Parents are well-informed and know how to seek further support	JH	Throughout the year	School environment Planning Records of discussion Website information for parents, signposting support	End of Autumn term Annual safeguarding audit Simon Caton (Academy Councillor with responsibility for Safeguarding)
Parents are able to recognise the signs of radicalisation and extremism and know	Provide accessible information via the safeguarding tab of the website, including signposts for referrals and contact details for SPOC	Parents are well-informed and know who to make referrals and seek further support The Safeguarding area of the website provides a key access	JH	Autumn term	Website Parent communication	Annual safeguarding audit Simon Caton (Academy Councillor with

how to access support	Inform parents of website-based information through communication channels (newsletters, social media)	poitn for safeguarding information				responsibility for Safeguarding)
Ensure the school responds to local trends/need	Ensure regular updates from local PCSO Ensure attendance at termly DSL updates analysis of local trends/activity to impact CPD programme	CPD is tailored to local need Good relationships with local PCSO Knowledge and understanding is current and an ongoing priority	JH	Termly	DSL update minutes Staff meeting minutes	Annual safeguarding audit Simon Caton (Academy Councillor with responsibility for Safeguarding)