



## Heltwate School Prevent Action Plan

At Heltwate School, we recognise that it is our duty under Section 26 of the Counter-terrorism & Security Act, 2015 (the CTSA 2015), in the exercise of our functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

### This is our ‘Prevent Duty’

References used for the purposes of collating this document:

- Keeping Children Safe in Education: Information for all school and college staff DfE
- The Prevent Duty: Departmental advice for schools and childcare providers DfE, June 2015
- Revised Prevent duty guidance: for England and Wales (10/4/2019)

| <u>Area of duty</u>  | <u>What this means</u>   | <u>Action</u>  | <u>By whom</u>            | <u>RAG</u> |
|--|--|--|---------------------------|------------|
| <b><u>Risk Assessment</u></b>  |  |  |                           |            |
| To assess the risk of students being drawn into terrorism and/or extremism | <p>Staff can demonstrate a general understanding of the vulnerabilities and risks affecting children and young people with SEND and are vigilant to protecting them from harm.</p> <p>Staff should be alert to changes in children’s behaviour, which could indicate that they may need help, guidance, or protection.</p> | <ul style="list-style-type: none"> <li>● All staff have read ‘Keeping Children Safe in Education’ – Part 1</li> <li>● The Prevent Lead has informed staff of their duties as set out in The Prevent Duty (DfE, June 2015), and Heltwate Prevent Guidance for Staff</li> <li>● Student welfare is closely monitored by class teachers and his/her teaching assistant support team. The Prevent Lead has informed staff about signs and indicators of radicalisation through frequent and ongoing whole staff training, the DfE Prevent Duty, June 2015 document and ‘Heltwate School Prevent Guidance for Staff’</li> </ul> | All staff<br>Prevent Lead | Ongoing    |

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|   | Class leads can identify individual children and older students who may be at risk of radicalisation and are aware of how to support them by passing their concerns on to the Prevent Lead and/or safeguarding team if required | <ul style="list-style-type: none"> <li>The school's safeguarding team maintains close contact with parents/carers, school staff and other support agencies such as Children's Social Care services, the MASH team and where necessary to Channel.</li> </ul>  | All staff<br>Safeguarding team<br>Prevent Lead | Ongoing |
|   | There is a clear safeguarding procedure in place for protecting children and young people at risk of radicalisation   | <ul style="list-style-type: none"> <li>All staff have read the current Safeguarding &amp; Child protection 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 via a 'log of concern' report</li> <li>All staff have read 'Prevent Guidance for Staff'</li> </ul>                        | All staff                                      | Ongoing |
|   | The school has identified a Prevent lead (SPOC) which is the DSL  | <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 in the event of a concern.</li> </ul>  | All staff                                      | Ongoing |
| To prohibit extremist speakers and events in the school whether students are present or not | The school exercises "due diligence" in relation to requests from external speakers, visitors 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> | Prevent Lead                                   | Ongoing |

| <b>Working in Partnership</b>  |   |  |                                      |         |
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| The school is using existing local partnership arrangements in exercising our Prevent duty | Staff record and report concerns in a timely fashion and in line with existing safeguarding policies and procedures according to the Cambridge & Peterborough Safeguarding Children Partnership Board | <ul style="list-style-type: none"> <li>All staff record and report concerns on school's My Concern platform, and 'nagging doubts' on the IRIS platform to ensure, where necessary that there is an evidence trail.</li> <li>The Safeguarding team accesses local CPIN updates, and where necessary, disseminates pertinent information to all staff, throughout the school year.</li> </ul>  | All staff/<br>Safeguarding team      | Ongoing |
|  | 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>Records of referrals are kept chronologically in the child's individual CP file</li> </ul> <p>Referrals are followed up appropriately and in a timely fashion to avoid 'drift.'</p>   | Prevent<br>Lead/Safeguarding<br>team | Ongoing |
|  | The school works in close partnership with our parents and carers using open and transparent dialogue, to reduce the potential impact of extremist ideation and radicalisation for our students.      | <ul style="list-style-type: none"> <li>Parents and carers are able to approach <b>all staff</b> in order to raise any concerns they may have about their child being potentially drawn into radicalisation, and the vulnerabilities of extremist ideation.</li> <li>Parents and carers are able to access supportive safeguarding information when attending parent's evenings throughout the academic year, and wherever necessary, on request from the safeguarding team.</li> </ul> | All staff                            | Ongoing |
| <b>Staff training</b>  |   |  |                                      |         |

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| <p>To equip staff to identify students at risk of being drawn into terrorism and to challenge and act on extremist ideas if they are raised</p> | <p>Staff are trained to ensure that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas</p> <p>The school will continue to assess the training needs of all staff regarding students at risk of being drawn into terrorism</p> | <p>As a minimum, the school will:</p> <ul style="list-style-type: none"> <li>• Ensure that the Designated Safeguarding Lead and deputy is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</li> <li>• All safeguarding documentation is signposted to all staff online via email for reference purposes, with hard copies being available in the school staff room if required</li> <li>• All staff will be required to complete Home Office training on Prevent as a minimum at:<br/><a href="http://www.elearning.prevent.homeoffice.gov.uk">http://www.elearning.prevent.homeoffice.gov.uk</a></li> </ul> <p>And are provided with regular in-house updates as required</p> <p>The Prevent lead and deputies will have a working knowledge of Prevent referrals and Channel by accessing E-learning at:<br/><a href="https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals">https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals</a></p> <p>and:<br/><a href="https://www.elearning.prevent.homeoffice.gov.uk/channelawareness">https://www.elearning.prevent.homeoffice.gov.uk/channelawareness</a></p> | <p>Prevent/CPD Lead</p> | <p>Ongoing</p> |
| <p><b>IT Policies</b></p>   |  |  |                         |                |
| <p>To ensure that students are safe from terrorist and extremist material when accessing the internet in school</p>                             | <p>The school has policies in place which refer to the "Prevent" duty.</p>   | <ul style="list-style-type: none"> <li>• Home/school agreement</li> <li>• E safety policy &amp; Acceptable use policy</li> <li>• Anti-bullying policy</li> <li>• Social Networking policy</li> </ul>   | <p>Prevent Lead</p>     | <p>Ongoing</p> |

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| by establishing appropriate levels of filtering.   |   |   |                              |         |
| Developing resilience in the student community   | Students are taught where appropriate, about online safety with specific reference to the risk of radicalisation  | The curriculum reflects this duty   | Prevent Lead                 | Ongoing |
| <b>Building children's resilience to radicalisation</b>  |   |   |                              |         |
| <p>To ensure that students have a 'safe environment' in which to express their opinions and discuss 'controversial issues.'</p> <p>Their views are respected, listened to, and challenged wherever necessary to provide a balance and rational overview thereby avoiding acceptance of attitudes which may be deemed</p> | <p>Staff recognise that it is their responsibility to continually promote community cohesion and respect for diversity amongst our student community.</p> <p>Where possible, students develop resilience and "the knowledge, skills and understanding (where appropriate) to prepare them to play a full and active part in society."</p> | <ul style="list-style-type: none"> <li>• Through the PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious, and social issues wherever appropriate giving full consideration to British Values guidance</li> <li>• Students are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect of diversity</li> <li>• Students are taught and mentored on 'British Values' in the course of their education, and during whole school assemblies throughout the academic year.</li> <li>• Relevant staff SLT and curriculum lead (s) are aware of the government guidance on <b>Promoting fundamental British values as part of SMSC in schools</b></li> </ul> | Prevent/<br>Curriculum Leads | Ongoing |

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| anti-social, radical,<br>or extreme |  |  |  |  |
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DS – Sept 2022