"Prevent" Self-Evaluation – September 2023

Nine Acres Primary School 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.

This self-evaluation document has been written with reference to advice from the DfE and our own

school policies. It is not a statutory document, and use of the tool is not mandatory but it contains

both requirements and recommended good practice activities to meet those requirements. The

following documents were used:

- Keeping Children Safe in Education

- The Prevent Duty Self Assessment Tool

- Digital & Technology Standards DfE

- Education Inspection Framework (EIF) 2023

Duty	Action Taken	Areas to work on if needed
Requirement 1 - Leadership and Management		
School leaders and those responsible for governance understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	• All staff aware of identified Prevent Lead who works with key stakeholders to communicate Prevent strategy – annual basis • SLT/Governors understand the risk in the local area • Clear and robust escalation procedures are included in the safeguarding policy	Update the website with clear information for staff and parents regarding Prevent and what it means for us at Nine Acres Primary and the local community
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	• The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015). • Refresher training is given annually as part of our safeguarding training. Individual training takes place every 2 years. • Clear and robust escalation procedures are included in the safeguarding policy.	Consider if a separate policy is required for Prevent
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	• Leaders & staff exemplify British Values in attitudes and behaviour	British values is under key priority on SDP to ensure they are embedded fully and children are able to articulate
Requirement 2 - Risk Assessment		
Assess the risk of children being drawn into terrorism & Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	• Staff can demonstrate a general understanding of the risks affecting children and young people • Prevent lead has evaluated in line with the DfE self assessment form	
There is a clear escalation policy about the appropriate time to call the police.	• The Prevent Lead has informed staff about signs and indicators of radicalization – they understand about escalation. • All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty. • All staff have read "Keeping Children Safe in Education", 2023. • All staff understand how to record and report concerns regarding risk of radicalization.	Consider if a separate policy is required for Prevent
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	• Picture News/Newsround • Whole school Assemblies • PSHRE Curriculum	Link any local, national and international incidents explicitly with British Values

Requirement 3 - Working in Partnership		
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police.	• The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Police. If appropriate, they would refer to the Channel Panel. • DSL has access to up to date information about extremism/terrorism via LA/local PCO that may affect pupils to enable completion of a Prevent RA if required Records of any referrals would be kept. • Referrals would be followed up appropriately.	

Requirement 4 – Training		
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.	• The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015). • Refresher training is given annually as part of our safeguarding training. Individual training takes place every 3 years using the "General Awareness Training on Channel". (Referred to in the DfE guidance cited below). • Clear and robust escalation procedures are included in the safeguarding policy • The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	• Training has been carried out by HT and a selection of governors	
Leadership Governors and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	• On a yearly basis for all staff and governors • DSL & Deputy DSL attends bi-yearly training for safeguarding, which includes online safety	

Staff All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments	• Refresher training for online safety is given annually as part of our safeguarding training. • Clear and robust procedures are included in the safeguarding, behaviour, anti-bullying, acceptable use and online safety policies – staff are refreshed on an annual basis • The school's new staff induction program includes online safety training which highlights school specific requirements and procedures. • Updates in staff meetings	
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and understand the provider's submission to the UK Safer Internet Centre.	• Ensure that children are safe from terrorist and extremist material when accessing the internet in schools • Appropriate filtering is in place and school have undertaken the "New filtering and monitoring standards" audit introduced by the Department for Education. This has audited our provision and documented decisions and actions in relation to meeting these standards.	
Policy and procedure The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.	• The school has policies in place which makes reference to the "Prevent" duty - included in the safeguarding, behaviour, anti bullying, acceptable use and online safety policies – staff are refreshed on an annual basis	

Parental engagement The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	• Annual workshop regarding online safety • School keep a log of online incidents which are reported to school by parents • Parents reminded on school newsletters about Online Safety	
Curriculum and learning (1/2) Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	• Children are taught about on-line safety with specific reference to the risk of radicalisation. • Online Safety Week and Safer Internet Day are explicit whole school days • Through ongoing PSHE/Citizenship, and other curriculum activities, pupils are taught about how to be safe online and keep themselves safe. They can articulate this	
Curriculum and learning (2/2) Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.	• We 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 • Through PSHE, 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.	