'Prevent' Action Plan
for SNAPE PRIMARY SCHOOL

Name of Prevent Lead: **Sarah Gallagher** Date of publication: Monday 4th March 24

Our 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.

Duty	Evidence	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' Sept 2021 Part One and Annex B. • All staff are aware of the Preventing Radicalisation' as set out in Keeping Children Safe in Education, 2023. • The Prevent Lead has informed staff of their duties as set out in 'Revised Prevent duty: for England and Wales' (Statutory Guidance, April 2019) with specific reference to paras 57 – 76. • www.gov.uk/government/publications/prevent-dutyguidance/revised-prevent-duty-guidance-for-england-andwales	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.	All staff All staff
	The school has identified a Prevent Lead.	• All staff know who the Prevent Lead/ Single Point of Contact is. Staff should understand that this person acts as a source of advice and support in relation to Prevent.	All staff

‘Prevent’ Action Plan
for SNAPE PRIMARY SCHOOL

Name of Prevent Lead: **Sarah Gallagher** Date of publication: Monday 4th March 24

Our 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.

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. • Guidance is followed regarding safer recruitment checks as per Keeping Children Safe in Education September 2023 Part 3.	Prevent Lead/ SPOC
Working in Partnership			
The school uses existing safeguarding arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	• All staff are taught how to report a concern using CPOMS. • Records of referrals are kept on CPOMS. • DSL and HT monitor these concerns and act swiftly to support change.	All staff

‘Prevent’ Action Plan
for SNAPE PRIMARY SCHOOL

Name of Prevent Lead: **Sarah Gallagher** Date of publication: Monday 4th March 24

Our 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.

Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel. The LA Prevent Lead will support schools in respect of cases referred to Channel Panel.	• Referrals should be made using the online referral found here:https://www.suffolksp.org.uk/prevent#gsc.tab=0 on the Suffolk Safeguarding Partnership site. Click on the heading Prevent national Referral Form February 2020 TEL:ACT Early Support Line on 0800 011 3764 for advice • The Prevent Lead supports the Channel process by sharing information and carrying out agreed actions.	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 or Deputy DSL undertakes the DfE’s Prevent Lead training sessions run by the LA or National College. • 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 are signposted to the Home Office online training: www.elearning.prevent.homeoffice.gov.uk/	Designated Safeguarding Lead / Prevent Lead / School Committee Relevant staff identified by the Prevent Lead
IT Policies			

‘Prevent’ Action Plan
for SNAPE PRIMARY SCHOOL

Name of Prevent Lead: **Sarah Gallagher** Date of publication: Monday 4th March 24

Our 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.

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.	Relevant policies in place and embedded: • Online policy • Acceptable use policy • Anti-bullying policy	Prevent Lead / SLT / School Committee
	Children are taught about online safety with specific reference to the risk of radicalisation .	• The curriculum reflects this duty. • Links are available on the website to report online safety concerns.	Curriculum Lead / SLT
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 PSHE / Citizenship and other curriculum activities, pupils are able to explore political, religious and social issues. • PSHE modules are adapted in light of any concerns raised. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Staff and pupils are aware of the ‘Let’s Talk About It’ website: www.ltai.info • Staff are aware of the Website ‘Educate Against the Hate’: https://educateagainsthate.com/ • Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidance-onpromoting-british-values-in-schools-published/	PSHE Lead Curriculum Lead Other relevant staff