

# PREVENT Policy & Action Plan

## Yew Tree Primary School



<b>Date of Policy:</b>	February 2026
<b>Responsibility:</b>	DSL – Sally Roberts
<b>Review Date:</b>	February 2027
<b>Consultation:</b>	This policy was reviewed in consultation with staff and governors following guidance from the Department for Education (DfE).

### ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to develop policies and procedures which support the school's vision of:

***“Learning Without Limits”***

### INTRODUCTION

Since 2010, when the UK Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been occasions both locally and nationally where terrorist or extremist (that can reasonably be linked to terrorism/violent extremism) groups have attempted to radicalise vulnerable children and young people to hold extreme views, including, views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Yew Tree Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Yew Tree Primary School is committed to providing a secure environment for pupils and staff, where children, young people and staff feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility with children or not.

Our school's Prevent Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's Prevent Policy also draws upon Department for Education (DfE) 'Keeping Children Safe in Education' guidance, the His Majesty's (HM) Government document 'Prevent duty guidance: for England and Wales' and the 'Counter Terrorism and Security Act (CTSA) 2015'.

The CTSA 2015 includes a duty (The Prevent Duty) (issued under section 29 of the Act) on specified authorities, including all schools, early years providers, academies, free schools, maintained schools, alternative provision and independent schools to have "due regard to the need to prevent people from being drawn into terrorism". The new legislation will be measured through various inspection frameworks, with schools and children services measured through Ofsted. The 'Prevent duty guidance: for England and Wales' helps schools deliver the required standards. The new Prevent duty guidance was updated and came into force on 1st January 2024.

**The strategic/senior lead for Prevent at Sandwell Council is Wendy Sims – Community Safety Operations Manager.**

[wendy\\_sims@sandwell.gov.uk](mailto:wendy_sims@sandwell.gov.uk)

**The Regional Prevent Coordinator for the West Midlands is: Alamgir Sheriyar**

[Alamgir.SHERIYAR@education.gov.uk](mailto:Alamgir.SHERIYAR@education.gov.uk)

**The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.**

**Teachers can call: 0207 340 7264.**

## **PREVENT**

**The objectives of Prevent are to:**

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Schools' leaders (including governors) must:

- establish or use existing mechanisms for understanding the current risk of extremism
- ensure staff understand this risk and build confidence to challenge extremism
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g., Local Authority (LA), Local Safeguarding Children's Board (LSCB), police, health, etc.
- appropriate information sharing
- maintaining appropriate records
- assessing local risk of extremism (all forms of extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers - school buildings must not be used to give a platform to extremists
- safeguarding policies that take account of LSCB policies and procedures

- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials and influence

The updated guidance sets out the expectations, requirements and recommendations for activity within each statutory sector, grouped into the following themes:

- leadership and partnership
- capabilities
- reducing permissive environments

Leadership in delivering Prevent will be demonstrated by:

- ensuring staff understand the risk of radicalisation that results in support for terrorism or involvement in terrorism by making sure they can access training resources and further guidance
- building and promoting the capabilities to deal with radicalisation concerns, such as a formal pathway to escalate concerns and refer through to Prevent
- promoting the importance of Prevent and the role staff play in countering terrorism

Effective partnership is a key component of delivering Prevent. We will work with local Prevent leads, the police and the LA.

We will develop and maintain appropriate capabilities to prevent people from being radicalised into terrorism by working to the detail in this policy and assessing and managing risk and sharing information, including, adhering to the requirements of data protection legislation.

Reducing permissive environments is about limiting exposure to radicalising narratives, both online and offline, creating an environment where radicalising ideologies are challenged and are not permitted to flourish. This is something that we will apply at the school.

## **SCHOOL ETHOS AND PRACTICE**

When operating this policy, the school uses the following definition of extremism which is taken from the Counter Extremism strategy, 2015:

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist'.

Whilst extremism doesn't always lead to terrorism, the school want to consider extremism as in cases it can reasonably be linked to terrorism. It is for this purpose that the school will consider and apply consideration of this definition and the content in section 2 of this policy.

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – there is curriculum guidance to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and are not marginalised.

### **Recognising the indicators of vulnerability to radicalisation**

There is no such thing as a typical extremist/terrorist. Those who become involved in extremist/terrorist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families / communities. It is vital that school staff are able to recognise those vulnerabilities.

#### **Indicators of vulnerability include:**

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage, has a misinterpretation of this and/or experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation or low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, exploitation in other areas, imprisonment, and/or poor resettlement/reintegration;
- Special Educational Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations/actions of others.

More critical risk factors could include:

- Being in contact with extremist/terrorist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;

- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Engaging in separatist or anti-establishment narratives;
- Joining or seeking to join extremist organisations;
- Radical changes to appearance and / or behaviour with no explanation;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be appropriately challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct policy for staff.

We will ensure that all our staff are equipped to recognise extremism/signs of radicalisation and are skilled and confident enough to challenge it. All staff will receive appropriate and up to date Prevent awareness training. The recommended Prevent awareness training for professionals in Sandwell is the Sandwell Council Local Prevent Awareness training. Radicalisation and extremism will be an integral part of annual staff safeguarding training.

Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for Yew Tree Primary is Sally Roberts (DSL).

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or headteacher. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist/terrorist materials or influences we will ensure that that pupil is offered assistance.

Additionally, where required, our school will seek external support from the LA and local multi-agency partnership structures working to the Prevent duty. This could include making a Prevent referral and engaging with the Channel process.

Our school will closely follow the locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation.

### **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship, Religious Education (RE), PSHE (Personal, Social, Health and Economic) and RSE (Relationships and sex education and health education) sessions; but also, by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience and digital/media literacy in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and peer mentoring.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist/terrorist views and to assist in the broadening of our pupils' experiences and horizons.

### **Use of External Agencies and Speakers**

The school encourages the use of external agencies and/or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting an appropriate due diligence check on such agencies or individuals.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented using external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

### **Whistleblowing**

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy.

### **Recruitment**

For the arrangements for recruiting staff, whether permanent, temporary, contractual or volunteers, to our school. The school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, KCSIE and ensuring that DBS

checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

### **Role of the Governing Body**

The Governing Body of our school will undertake annual training led by the Designated Safeguarding Lead (DSL) to ensure that they are clear about their role and the parameters of their responsibilities as governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

The governing body will challenge the school's senior leadership team (SLT) on the delivery of this policy and monitor its effectiveness.

### **Standards for Teachers**

The 2011 (updated 2021) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect,** and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**
- **Showing tolerance of and respect for the rights of others**
- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- **Ensuring that personal beliefs are not expressed in ways that detriment pupils broad outlook on the world, exploit pupils' vulnerability, or might lead them to break the law.**

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

Note: the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Counter Extremism Strategy 2015. It includes the need for schools to explore

with pupils and students 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE KCSIE guidance and duties as set out in the CTSA 2015.

Parents/carers can be issued with a hard copy of this policy on request. This policy can also be made available to parents/carers via the school's website. SLT/governors will aim to review this policy annually (best practice) but will amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

### **Supporting children who are travelling/have travelled abroad to specific locations**

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term, then the family should be provided with advice and guidance generally as from the attendance and prosecution officer/service at the LA. The dangers of travelling for terrorism (like dangers for travel for other issues - Forced Marriage or Female Genital Mutilation) are sometimes apparent and concerning. Whilst this guidance refers to children and young people travelling, it could consider those returning from these zones also. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel to/return from these locations.

If the school have concerns post or pre-travel or identify any concerns in relation to extremism/terrorism as identified above, please refer to your local Multi Agency Safeguarding Hub (MASH) and/or PEO. If there are any indicators of concern that a person(s) is being drawn into terrorist ideas/extremism that can reasonably be linked to terrorism, including pre/upon return from travel, but at any time, then consideration may include a Prevent/Channel referral.

### **LINKS AND SUPPORTING DOCUMENTS**

#### **HO Foreign Travel Advice -**

<https://www.gov.uk/foreign-travel-advice>

#### **How social media is used to encourage travel to Syria and Iraq (schools briefing note)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440450/How\\_social\\_media\\_is\\_used\\_to\\_encourage\\_travel\\_to\\_Syria\\_and\\_Iraq.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf)

#### **Home Office in the media: Factsheet: Syrian travellers**

<https://homeofficemedia.blog.gov.uk/2019/02/15/fact-sheet-returnees-from-the-conflict-zone-in-syria/>

#### **Promoting British Values through SMSC**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

**Tackling extremism in the UK - Task Force report (see pages 5 – 7)**  
<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

**Channel Guidance**

<https://www.gov.uk/government/publications/channel-guidance>

**Departmental Advice for Schools and Childcare Providers**

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

**Guidance for designated safeguarding leads to help keep young people safe from radicalisation**

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

**Keeping Children Safe in Education – updates in force annually**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history>



<b>1. Clear leadership and accountable structures are in place and visible throughout the organisation</b>		
Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		Sally Roberts-DSL, Single Point of Contact for PREVENT
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		Policy adheres to Sandwell Policy and procedures
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		HT / DSL attend Prevent updates and briefings
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		Information on school website and included in annual safeguarding training for all staff
<b>2. Staff and the Governing Body have been appropriately trained according to their role</b>		
Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		Named in Policy
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk.		Regular updates / in house training /
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		PREVENT policy / PREVENT information on website Prevent Newsletters shared with staff
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns.		All staff have received training and know who the PREVENT lead is in school

Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		Training through LA / online materials and in house CPD refreshers
<b>3. An appropriate reporting and referral process is in place and referrals are being managed effectively</b>		
An appropriate internal PREVENT referral process has been developed		All referrals given to PREVENT lead / SLT following LA and school safeguarding procedures.
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		DSL aware of referral process and Prevent contact in Sandwell authority.
Evidence of notification reports and/or referrals exists in school		All referrals to be logged on CPOMs
Prevent notifications or referrals are managed or overseen by designated staff e.g., the Prevent Lead		All notifications passed to DSL /SLT
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		Case reviews- CPOM monitoring DSL briefings
<b>4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion</b>		
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		E-safety Pastoral PSHE British Values
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		SLT /PSHE lead and Curriculum leads ensure this is included across the curriculum.
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		Through a broad and balanced curriculum

<p>Resources, displays and literature provide balanced information, advice and alternative views for pupils and students</p>		<p>British Values taught through assemblies and PSHE lessons.</p>
<p>The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community</p>		<p>Celebration days, assemblies, focus weeks. Outside speakers / visits used to enhance the curriculum Community events to be held throughout the year.</p>
<p>Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).</p>		<p>Through staff training and development of RSE curriculum.</p>

No	Area	Details	Existing ways to reduce and manage risk	Further actions/comments	Risk Score
1	Leadership	<ul style="list-style-type: none"> <li>Main point of contact for Prevent queries / referrals are: Sally Roberts- DSL Jamie Barry – H/T</li> <li>Ensure leaders are aware of statutory Prevent duty.</li> <li>Leaders keep abreast of Counter-Terrorism Local Profile (CTLP) updates.</li> <li>Leaders are aware of local and relevant Prevent risk updates.</li> </ul>	<ul style="list-style-type: none"> <li>Sally Roberts,(DSL) is listed in the schools Prevent policy and procedure for Prevent queries/referrals. This is included as a standing update in all safeguarding refresher meetings/training.</li> <li>Prevent duty is included in annual Safeguarding training and updates are given throughout the year in CPD starters.</li> <li>Leaders keep abreast of Prevent monthly newsletter and this is shared with all staff via school email.</li> </ul>	<ul style="list-style-type: none"> <li>Are <i>all</i> staff (including non-teaching) aware of who to address initial concerns to? - <b>Continue to deliver staff training and updates</b></li> <li>Identify main risks in your area (e.g., Britain First, ALM, Daesh/ISIS) this can include; Online Content/Extremism, mixed ideology and no ideology present; but risk relating to vulnerabilities)</li> </ul> <p>XRW – Extreme Right Wing FR – Far Right ISL – Islamist IR – India Related XLW – Left Wing MAR – Militant Animal Rights NIR – Northern Ireland Related</p> <p><b>Sandwell priorities are ISL and RW</b></p>	2 x 3 = 6

2	Partnership	<ul style="list-style-type: none"> <li>• Sandwell Safeguarding Children’s Board (SSCB).</li> <li>• Local Authority (LA) Prevent team</li> <li>• Use of the Multi-Agency Referral Form (MARF) for submitting referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• DSL (s) attend SSCB/MASH meetings/ conference where possible.</li> <li>• Sandwell Prevent team.</li> <li>• Links with local PCSO</li> <li>• Log MARF on CPOMS</li> </ul>	<p>DSL to attend CTLP meetings and feedback information where appropriate.</p>	
3	Staff Training	<ul style="list-style-type: none"> <li>• Engaging and informative online training available through the home office.</li> <li>• WRAP (or similar) training.</li> <li>• Staff are confident about <i>how</i> to refer a concern and <i>who</i> to.</li> <li>• Staff have increased knowledge in identifying genuine Prevent concerns.</li> <li>• Consider including others in staff training, such as Governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Raises awareness to general risks and historic cases.</li> <li>• DSL attend specialist Prevent SMBC/HO approved product (Please specify date)</li> <li>• Prevent training delivered in a 90 minute session by PEO. (</li> <li>• Share names and contact details of safeguarding staff to all new starters at induction.</li> <li>• Bespoke training available for SLT through Justin Nixon.</li> </ul>	<p><a href="http://www.elearning.prevent.homeoffice.gov.uk">www.elearning.prevent.homeoffice.gov.uk</a></p> <ul style="list-style-type: none"> <li>• Prevent training for staff will be reviewed and updated every 12 months including online training where appropriate.</li> <li>• DSL will attend Prevent Network Meetings regularly and update staff</li> </ul>	
4	IT/online safety	<ul style="list-style-type: none"> <li>• Systems for logging-in to PCs.</li> <li>• Classroom use of internet for learning.</li> <li>• Lunchtime/break time clubs using IT facilities.</li> <li>• IT policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have individual log-ins.</li> <li>• Monitored by teachers and support staff, through physical observation.</li> <li>• Supervised by staff at all times.</li> <li>• Systems in place for internet controls and filtering.</li> </ul>	<p><a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a></p> <ul style="list-style-type: none"> <li>• Online safety taught to children in age-appropriate ways</li> <li>• Searches and sites blocked. Violent, Terrorist and Extremist content</li> </ul>	

		<ul style="list-style-type: none"> <li>Children safe from terrorist and extremist material when accessing the internet in school/home tuition, including appropriate levels of filtering.</li> </ul>	<ul style="list-style-type: none"> <li>All staff stay up to date with changes/improvements in this area and review where necessary.</li> <li>Contact with parents/awareness sessions</li> </ul>	<p>and search entries flagged including wording.</p>	
5	Curriculum	<ul style="list-style-type: none"> <li>Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE.</li> </ul>	<ul style="list-style-type: none"> <li>Prevent is approached through PSHE as a safeguarding issue, for example:</li> <li>Links to teaching Fundamental British values and Human Rights.</li> <li>A robust RE curriculum provides a safe space for discussing differing opinions and beliefs in a respectful manner.</li> <li>Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals is key. At Yew Tree Primary school we teach our children the 5 Core Values which underpin our Behaviour Blueprint.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas included in the Prevent Teachers Booklet.</li> <li>British Values taught through PSHE / Assemblies, Celebration days</li> <li>Prevent awareness incorporated into enrichment activities where appropriate.</li> </ul>	
6	External Speakers	<ul style="list-style-type: none"> <li>Outside visitors/speakers.</li> </ul>	<ul style="list-style-type: none"> <li>As above.</li> <li>External speakers can be very inspiring and motivating students – ensure the content of their session has been approved by school</li> </ul>	<ul style="list-style-type: none"> <li>Consider including students in discussion re: appropriateness of speakers and events.</li> </ul>	

		<ul style="list-style-type: none"> <li>External providers, e.g., theatre companies, workshop facilitators, museum education officers etc.</li> <li>Bookings and lettings.</li> </ul>	<p>leaders or other appropriate staff in advance and background checks are in place.</p> <ul style="list-style-type: none"> <li>Lettings Policy in place, including safeguarding expectations.</li> </ul>	<ul style="list-style-type: none"> <li>PEO can act as a central contact point for discussion re: external groups.</li> </ul>	
7	COVID-19	<ul style="list-style-type: none"> <li>Government and trusted COVID-19 statutory and non-statutory guidance and briefs.</li> </ul>	<ul style="list-style-type: none"> <li>Prevent leads are aware of the latest COVID-19 information and apply this to consider Prevent related risk.</li> <li>Consideration of; the extremist response to COVID-19, additional radicalisation risks and suggested actions for settings to take.</li> </ul>	<ul style="list-style-type: none"> <li>Due regard has been taken to online spaces and the potential vulnerabilities.</li> <li>exposure to misleading and hateful content online.</li> <li>potential engagement with extremist individuals,</li> <li>increased vulnerability to radicalisation.</li> </ul>	

**Risk Matrix**

