

<u>Requirement 1 - Leadership and Management</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
<p>School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.</p>	<p>1</p>	<p>Headteacher has undertaken all 3 stages of Prevent training in 2025. Action: revisit Prevent strategy and documents with LMC</p>
<p>The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.</p>	<p>1</p>	<p>Headteacher is strategic lead and has undertaken all relevant training (2025). Headteacher issued Prevent updates for all staff as part of the yearly safeguarding training session. This was based on the updates issued by the Trust's safeguarding leader.</p>

<p>Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.</p>	<p>1</p>	<p>Training given at the start of the academic year focused on the identified local risk factors. This centred on potential involvement in right-wing organisations and racist organisations. The risk linked to children accessing 'manosphere' content that feeds in to these types of organisations was made clear.</p>
<p>The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.</p>	<p>1</p>	<p>School has robust safeguarding policies in place. It also disseminates information for parents about E-safety every week on its newsletter as social media and online platforms are the most likely source of radical content. School contacts appropriate agencies such as MARU and CME when a child may be at risk.</p>
<p>Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.</p>	<p>1</p>	<p>British values are reinforced throughout the curriculum and regularly discussed with children. School has displays in classrooms to remind children of these values. The TPAT code of conduct for staff behaviour reflects expectations for attitudes and behaviour of staff.</p>
<p>Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.</p>	<p>1</p>	<p>school has 3 rules the first of which is to show good manners at all times. This is reinforced by all staff and is rewarded through the token system. Pupil voice indicates that children feel safe in school and that they know who to speak with if they have concerns. Visitors to school regularly remark on the positive and welcoming atmosphere that they experience.</p>
<p><u>Requirement 2 - Risk Assessment</u></p>	<p><u>Score 1 to 4</u></p>	<p><u>Evidence & actions arising from assessment</u></p>

<p>A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.</p>	<p>2</p>	<p>the risk identified stems from children's access to social media. School is trying to mitigate this through its E-safety education and the information it issues to parents about keeping safe on line.</p>
<p>There is a clear escalation policy about the appropriate time to call the police.</p>	<p>1</p>	<p>All concerns from staff are reported using CPOMS. The DSL then makes the decision on any action including escalation. Staff know from their training that they can report concerns themselves directly to the police.</p>
<p>Prevent risks are explicitly referenced in the School Evaluation Form (SEF).</p>		<p>not applicable</p>
<p>The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.</p>	<p>2</p>	<p>example; recent conflict in Iran was discussed with pupils. This was because children had seen social media content about WW3 that had scared some and raised questions. This led in to discussion in Year 5 about different countries and faiths and whether the war was based on religious difference.</p>
<p><u>Requirement 3 - Working in Partnership</u></p>	<p><u>Score 1 to 4</u></p>	<p><u>Evidence & actions arising from assessment</u></p>

<p>The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.</p>	<p>1</p>	<p>School works closely with all agencies involved in safeguarding. Prevent training is a feature of staff training on safeguarding</p>
<p>The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.</p>	<p>1</p>	<p>information about local risk is received from the Trust safeguarding leader as well as from the Council safeguarding partnership.</p>
<p>The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.</p>	<p>1</p>	<p>Yes. Referred to in the Trust safeguarding policy</p>

<u>Requirement 4 – Training</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
<p>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.</p>	<p>2</p>	<p>training is given at the start of each academic year using the Trust safeguarding updates. Any updates received the year from the Trust or local partnership are disseminated.</p>
<p>The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.</p>	<p>2</p>	<p>all new staff receive induction including safeguarding training and Prevent training.</p>

<p>The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.</p>	<p>2</p>	<p>not as yet.</p>
<p>Safer recruitment training has been carried out by leaders, managers and those responsible for governance.</p>	<p>1</p>	<p>DSL has undertaken safer recruitment training via Safesmart 2025</p>
<p><u>Requirement 5 – Online Safety</u></p>	<p><u>Score 1 to 4</u></p>	<p><u>Evidence & actions arising from assessment</u></p>
<p>Leadership</p> <p>Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).</p>	<p>1</p>	<p>School uses Netsweeper for filtering and monitoring all internet traffic. DSL receives daily emails with notification of any filtered and monitored concerns. Any immediate concerns result in Netsweeper calling or emailing the DSL to discuss. LMC are aware of the Netsweeper system and have seen examples of it in action.</p>

<p>Staff</p> <p>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.</p>	1	online safety and cyber awareness are part of the staff safeguarding training. The most recent update included information on the mansphere, misogynistic ideology, sexting and extortion.
<p>Filtering and monitoring</p> <p>The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.</p>	1	as described. Netsweeper for filtering and monitoring and South West grid.
<p>Policy and procedure</p> <p>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.</p>	1	yes. Referred to in the Trust safeguarding policy

<p>Parental engagement</p> <p>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.</p>	1	<p>school places information on keeping children safe online on every newsletter. School has an E-safety section on its website. I pads that go home have all of the same filtering and monitoring settings as they do in school.</p>
<p>Curriculum and learning (1/2)</p> <p>Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.</p>	1	<p>Online safety is taught throughout the PSHE curriculum. It is revisited in assemblies. The school council have produced the Cod of Conduct for social media use and this is on our school website.</p>
<p>Curriculum and learning (2/2)</p> <p>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.</p>	1	<p>as part of the curriculum for PSHE</p>
<p><u>Requirement 6 – Safeguarding School Premises</u></p>	<p><u>Score 1 to 4</u></p>	<p><u>Evidence & actions arising from assessment</u></p>
<p>The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p>	1	<p>School is a secure site. All visitors have to sign in and read and agree to our safeguarding statement. All visitors carry Id while on premises. Any visiting adult who will spend any time alone with children has a DBS check or letter of assurance from their employer.</p>

<p>There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.</p>	<p>1</p>	<p>School premises are used by the Scouts. This organisation hold the same standards for vetting an clearing staff school.</p>
<p>The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.</p>	<p>2</p>	<p>Fire evacuation is regularly rehearsed. School has a lockdown procedure. This should be revisited and rehears Lockdown due for update</p>
<p><u>Requirement 7 – Building children's resilience to radicalisation</u></p>	<p><u>Score 1 to 4</u></p>	<p><u>Evidence & actions arising from assessment</u></p>
<p>The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.</p>	<p>1</p>	<p>teaching British values takes place as part of PSHE and is reinforced through school's assemblies</p>
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways.</p>	<p>1</p>	<p>yes in PSHE learning</p>

<p>As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.</p>	1	school teaches about democracy and participation as well as tolerance and understanding of opposing views.
<p>The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.</p>	1	school teaches E-safety in all year groups as part of the PSHE and computing curriculum. Esafety is revisited in assemblies and in NSPCC workshops. Esafety advice and guidance is on every newsletter for parents and children.