DUTY	WHAT THIS MEANS	ACTION	BY WHOM
Risk Assessment			
Assess the risk of children being drawn into terrorism or extremism	The school has identified a Prevent Lead.	All staff know who the Prevent Lead is and that this person acts as a source of advice and support.	All Staff
		The Principal/DSL act as Prevent Lead and are identified on our Safeguarding information posters and Safeguarding policy. Deputy DSLs will act in his absence. They are supported by the trust's Safeguarding Lead.	Designated Safeguarding Leads (DSL's)
	Staff can demonstrate a general understanding of the risks affecting children and young people	All Staff have read up to date version of "Keeping Children Safe in Education" The Prevent Lead has informed staff of their duties as set out in 'The Prevent Duty' (DFE, June 2015). All staff receive annual in house Safeguarding training to ensure staff are aware of revised guidelines and recommendations	DSL's All Staff
	Staff can identify individual children who may be at risk of radicalisation and how to support them	All staff have completed Channel online training which informs staff about signs and indicators of radicalisation annually	All Staff
	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

The School will prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations booking to use 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	SLT
Working in Partnership			
The school is using existing local partnership arrangement s in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures. The Prevent Lead makes appropriate referrals to other agencies including the Channel Panel via the Children's Advice and Duty Service (CADS)	All staff record and report concerns following normal concern logging procedures Records of referrals are kept on the child's chronology on CPOMS system Referrals are followed up appropriately	All staff DSL/ASL
Staff training			
Equip staff to identify children at risk of being drawn in to terrorism and to challenge extremist ideas.	Assess the training needs of staff in light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	Ensure the designated Prevent Leads are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff attend in-school Safeguarding training which will include understanding of the Prevent duty. All staff complete Prevent training awareness module. All members of the Safeguarding Team to complete the whole suite of learning. The safeguarding governor will be asked to complete the online prevent awareness training, with all other members asked to consider this. The staff room safeguarding wall will have posters around the key messages of prevent.	SLT and DSL's

IT/Computing Policies			
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" Children are taught about on-line safety with specific reference to the risk of radicalisation. Fulfil the "Keeping Children Safe in Education" requirement to ensure appropriate internet filters and monitoring systems are in place.	Safeguarding Policy 2026-27 Online Safeguarding Policy Online Safety work in class as part of the curriculum Filters are in place and monitoring is completed appropriately	SLT and Online Safety Lead
Building Children's Resilience to Radicalisation and/or Extremism			
Ensure that children have a "safe environment " in which to discuss "controversial issues".	Children develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged. Through PSHE/Citizenship, 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. Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidan ce-on-promoting-british-valuesin-schoolspublished	SLT Class teachers Staff