"Prevent" Self-Evaluation – September 2024

Belton CE 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"   https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

"The Prevent Duty Self Assessment Tool" https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools

"Digital & Technology Standards DfE" https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

"Education Inspection Framework (EIF) 2023"

https://www.gov.uk/government/publications/education-inspection-framework

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 (JS) 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 Belton
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 3 years. • Clear and robust escalation procedures are included in the safeguarding policy	
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 on the SIP 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 • All staff have read "Keeping Children Safe in Education", 2023. • All staff understand how to record and report concerns regarding risk of radicalization (CPOMS/DSL/Police).	•
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 Worship • Courageous Advocacy	• 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 LCC/local PCO that may affect pupils to enable completion of a Prevent RA if required • Records of any referrals would be kept on CPOMS • 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 (p.19) • The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.(educare)	
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, trustees 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, behavior, 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. • Yearly refresher training provided by LCC advisor • Updates in staff meetings & through EMAIL	
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you 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.	Work with ICTIC to ensure that the provision audited is 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 make reference to the "Prevent" duty - included in the safeguarding, behavior, 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.	• Knowsley Online Safety newsletters posted once per month (and highlighted on newsletter and WEDUC) • 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/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/guidance- on-promoting-british-values-in-schools- published/	•

APPENDIX 6 Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	Yes	In Safeguarding File
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	No	We make referrals to channel if we have a concern
Have staff received appropriate training?	Yes	See records and staff files
Has the school got a trained Prevent lead?	Yes	Through DSL training – Headteacher Mrs Yendall Miss Ebbs

Do staff know who to discuss concerns with? (DSL)	Yes	Headteacher- also written in staff Handbook and on Roles and responsibility list
Is suitable filtering of the internet in place?	Yes	managed by ICTIC See internet filter invoice.
Do children know who to talk to about their concerns?	Yes	shown through Governor monitoring
Are there opportunities for children to learn about radicalisation and extremism?	Yes	During PSHE, assemblies and focus weeks
Have any cases been reported?	No	
Are individual pupils risk assessed?	No Not needed	
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	Proximity to Loughborough The white, British middle class make-up of the school	

Comment on the school's community, locality and relevant history

The school has a predominate white, British middle class make-up.

Risk evaluation	**Low** **Medium** **High**	Way Forward Continue to educate pupils on radicalization and extremism

Date completed… October 2024………………………………….. Signed……………C A Yendall