

Further support and guidance to help you meet these requirements can be found in the second tab of this spreadsheet 'Further_support_links' found at the bottom of the page

| <u>Requirement 1 - Leadership and Management</u> | <u>Score 1 to 4</u> | <u>Evidence & actions arising from assessment</u> |
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| <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> | 2 | <p>School leaders and governors have received training on the Prevent agenda and are aware of their roles in the prevention of terrorism, the in school strategy for schools. Training has been received by all staff, this is monitored by school leaders and governors on an annual basis and reported through the school S175/157 return to county. Safeguarding and Prevent training is recorded on the SCR training matrix. School held policies for safeguarding and prevent secure this as a whole school approach. All staff have read our child protection policy and at least part one of Keeping children safe in education 2022. We have evidenced this through sign sheets each year. Annual safeguarding training covers the Prevent agenda and awareness of school and trust polices. Safe smart training supports this as an on-entry training for all staff.</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> | 2 | <p>The school has identified a Prevent lead – Ellie Watkins. As DSL and Headteacher, the lead works across all groups of staff to support understanding and staff referrals. The lead works to communicate the schools prevent work within and across the school community. There are posters in each room and on our school website detailing our Safeguarding and Prevent staff. There is a dedicated space/noticeboard in the staffroom with relevant information including Prevent details. The role is explicitly mentioned within the S175/157 return made by the school and is communicated on the school website.</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> | 2 | <p>School leaders are aware of their duty to prevent pupils from being drawn into terrorism, and make sure all staff are aware of their role too. Safeguarding and Prevent are always agenda items and weekly training in this area follows a yearly timetable. School leaders have signed up to and receive local network updates to keep themselves well informed of local issues as they arise. The school uses the following networks to support its prevent work: Police information network Cornwall Council – Safer Cornwall One and All network Safeguarding Leads Network for TPAT</p> |
| <p>The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.</p> | 2 | <p>The School holds a policy for Prevent and aligns this to the curriculum offer to support British values and personal development. The school holds an equality policy and accessibility statement with is monitored by the school governors and covers tolerance and equity within it. The school has a clear programme for development of SMSC education which builds across the year groups. The school uses the Lifewise Scheme, assemblies to discuss and explore British Values, an assembly schedule to explore Protected Characteristics and opportunities for children to discuss and voice their feelings.</p> |

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| Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours. | 2 | Our values are embodied by all staff and are promoted through all teaching and learning experiences. Governors and School leaders monitor the promotion of school values across each academic year. |
| Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. | 2 | The school values clearly set out our commitment to British Values these can be seen through the publication of our wider curriculum and personal development sections of our published curriculum. Our staff have all agreed to work within the code of conduct and this is in line with our values as a trust and as an individual school. This document is reviewed annually, and all staff are sent reminder expectations when reviewed. School staff are undertake an annual self-declaration. Staff have access to wellbeing and reporting services via the low-level concerns process held within the code of conduct. Monitoring of pupils shows high levels of peer to peer support and out annual pupils survey as well as ongoing pupils voice monitoring shows concerns process are known and understood by the majority of pupils. |
| <u>Requirement 2 - Risk Assessment</u> | <u>Score 1 to 4</u> | <u>Evidence & actions arising from assessment</u> |
| 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. | 2 | Yes, this is an annual assessment and is within the school's policy update schedule. |
| There is a clear escalation policy about the appropriate time to call the police. | 2 | The prevent lead and DSLs make appropriate referrals to other agencies including the MARU and Channel panel. The additional training held by these staff members support their understanding of when to refer. They are supported by updated multiagency training in line with training plan. All staff have access to the correct process and contact details via lanyards, posters and training. |
| Prevent risks are explicitly referenced in the School Evaluation Form (SEF). | 2 | Prevent actions are highlighted from the prevent Risk Assessment and within the School S175/157 annually. These are then drawn into the school safeguarding action plan and placed with ion the school SDP and SEF document |
| The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils. | 2 | The DSL network supports awareness of local and national agenda changes and updated training is undertaken to support the development of local needs. The DSL received regular updates via the police information network, to disseminate to staff as required. Use of the Safeguarding network training materials allow national cases and trends to be discussed as per safeguarding training schedule. |

| <u>Requirement 3 - Working in Partnership</u> | <u>Score 1 to 4</u> | <u>Evidence & actions arising from assessment</u> |
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| <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> | 2 | <p>DSLs report all concerns at a local level to agencies relevant to support need. We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The prevent lead is aware of the process to contact other agencies and expediate concerns about extremism. Records of referrals are kept and followed up as necessary. Reports are made using CPOMS and transferred alongside other pupils records should a change of setting be made.</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> | 2 | <p>The Prevent lead used local network information to update and review the Prevent Risk assessment.</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> | 2 | <p>The school has a comprehensive Safeguarding and child protection policy that outlines Prevent referrals, the school holds a separate prevent policy that details the referral process and is well known to school's staff. The school safeguarding team can be found in posters in each room, on the website and is on the back of all lanyards – including visitor. Mrs Ellie Watkins (DSL) AND Mrs Marion Davies (DDSL) are the key people in school.</p> |
| <u>Requirement 4 – Training</u> | <u>Score 1 to 4</u> | <u>Evidence & actions arising from assessment</u> |

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| <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>The school has access to Prevent updates via the safe smart system provided by the Trust. We supplement this with staff attendance at yearly safeguarding training in September and October. We do weekly Safeguarding training on specific issues, such as Online Safety and CSE. Key staff have attended level 3 DSL specific training as recorded in the SCR and have also had, or are booked on to the level 2 training in June. Our action plan shows next steps for training our staff as being a more robust approach to prevent – a change in Safeguarding and Leadership staff and class teachers has meant there is a variable rate of staff with different training which needs to be unified.</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 staff receive safe smart prevent training within their safeguarding induction. Safeguarding induction also covers aspects of Prevent reporting training and is given centrally by TPAT.</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>Safeguarding monitoring shows an improved understanding and recording of incidents on CPOMS in regard to training effectiveness. Safeguarding monitoring also shows a need for a coherent and timetabled way forward for training from the summer term 2023, moving into the next academic year as the new Headteacher and Leadership team implement a rigorous approach to this process.</p> |
| <p>Safer recruitment training has been carried out by leaders, managers and those responsible for governance.</p> | <p>3</p> | <p>The school has 1 trained Safer recruitment personnel currently. This is Ellie Watkins the Headteacher, Prevent Lead and DSL. We need to improve this to include a governor, a member of office a staff and a senior leader.</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> |

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| <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> | 2 | <p>Governors and Trustees understand their role in meeting the requirements of the Prevent Duty. The DSL hold delegated responsibility for Online safety – though KSCIE 2022.</p> <p>Governors and Trustees have undertaken training to support their role.</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> | 2 | <p>A comprehensive offer of staff training is offered and includes the latest online safety requirements. We use Safesmart/NCSC/Natterhub as our training provider and all staff receive updated sessions over the year.</p> <p>Training outcomes are used to identify next needs and we respond to this when planning training.</p> |
| <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> | 2 | <p>The school uses SWGfL filtering system. This meets the requirements. And is reported to the UK Safer Internet Centre. The school undertakes both active and pro-active monitoring. The school has undertaken a 360 review and has included internet safety within its staff CPD to support effective monitoring of devices and content with school.</p> |
| <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> | 2 | <p>The safeguarding policy as well as the computing policy and associated provisions support a comprehensive approach to digital safety for all members of our school community.</p> <p>We use: Natterhub, Teach Computing, NCSC, National Online Safety, TPAT Safety licences and the National College and Smartlog for staff training.</p> |

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| <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> | 2 | The school uses the National Online Safety scheme to deliver safety messages to parents, we provide a monthly online safety newsletter (Knowsley) to all parents and hold web-based support events for all parents on parenting in the digital age. |
| <p>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.</p> | 2 | All national guidance is adhered to within the curriculum planning. The school uses a National Scheme for computing (Teach Computing), and this is supplemented by specific content for online safety within RSE and PSHE curriculum as well as external provider workshops to ensure the message is live. |
| <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> | 2 | Curricular provision is progressive and supported well by wider curriculum expectations as detailed within the personal development expectations on the school website. Specific content for online safety within RSE and PSHE curriculum as well as external provider workshops to ensure the message is live. |
| <p>Requirement 6 – Safeguarding School Premises</p> | <p>Score 1 to 4</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> | 2 | All visitors to school are accompanied on site by school staff at all times. Speakers are required to have staff members with them and staff are aware of need to have known content prior to pupils access and to intervene if necessary during any presentation. |
| <p>There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.</p> | 2 | No groups use the school premises without school staff in attendance. |
| <p>The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.</p> | 2 | The school has policy and procedure for all understood procedures. Staff are familiar with these, and pupils are directed to understand as required. Our action plan for safety supports the development of lockdown and evacuating procedure practice. |

| <u>Requirement 7 – Building children's resilience to radicalisation</u> | <u>Score 1 to 4</u> | <u>Evidence & actions arising from assessment</u> |
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| 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. | 2 | The school values clearly set out our commitment to British Values these can be seen through the publication of our wider curriculum and personal development sections of our published curriculum. |
| Pupils engage with views, beliefs and opinions that are different from their own in considered ways. | 2 | Our curriculum planning through either pre planned trips, visits, visitors, or well-chosen learning resources supports all pupils to widen their understanding of others. Curriculum tracking ensures all pupils gain access to and understanding from engagement in planned events. Where gaps in experience are identified intervention planning supports the building of additional learning events to support. |
| 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. | 3 | We ensure we create and guide discussions in assemblies and through PSHE several times a week. Good relationships and our relational policy support the voice of the child and discussion. Our school council and PSHE work has identified the need for pupils to engage in the decision making across the school. The phased introduction of leaders and responsibilities is supporting pupils to engage at the decision-making level of our school. This is an ongoing focus for our school. |
| 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. | 2 | Our school curriculum supports pupils to question the validity and reliability of first- and second-hand sources as well and encouraging pupils to question presented evidence. Our online curriculum and additional support resources supports challenging presented material as well as support all pupils to question the source of information available online. Our use of published and developing schemes as well and use of external provision enable us to be proactive and reaction to individual cohort needs as these are identified. |