



BROADSTONE SCHOOLS PREVENT ACTION PLAN 2025-26

DUTY	WHAT THIS MEANS	ACTION	BY WHOM
Risk Assessment			
Assess the risk of children being drawn into terrorism or extremism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> - All staff have read and 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, Sept 2023) 	ALL STAFF DSLs
	Staff can identify individual children who may be at risk of radicalisation and how to support them	<ul style="list-style-type: none"> - All staff have completed Prevent duty awareness online training which informs them of the signs and indicators of radicalisation every 2years. 	ALL STAFF
	There is a clear procedure in place for protecting children at risk of radicalisation	<ul style="list-style-type: none"> - 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 had identified a Prevent Lead	<ul style="list-style-type: none"> - All staff know who the Prevent Lead is and that this person acts as a source of advice and support 	ALL STAFF



<p>The setting is fully appraised of national and local risks, works with partners to safeguard children vulnerable to radicalisation.</p>	<p>The organisation has established effective partnerships with organisations such as the Local Authority and Police Prevent Team.</p>	<ul style="list-style-type: none"> - <i>The providers has strong partnerships with:</i> - <i>Local Safeguarding Children's Partnership</i> - <i>DSL / headteacher forums</i> - <i>LADO</i> - <i>Community Safety Partnerships</i> - <i>Police Prevent Team</i> - <i>Channel panel</i> - <i>Child and family</i> 	<p>DSLs SLT</p>
<p>Prohibit extremist speakers and events in school</p>	<p>The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises</p>	<ul style="list-style-type: none"> - <i>Request an outline of what the speaker intends to cover research the person/organisation to establish whether they have demonstrated extreme views/actions.</i> - <i>Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.</i> - <i>Provide justification for their decisions inwriting</i> 	<p>SLT</p>
<p>Working in partnership</p>			
<p>The school uses existing local partnership arrangement in exercising it's Prevent duty.</p>	<p>Staff record and report concerns in line with existing policies and procedures. The DSL makes</p>	<ul style="list-style-type: none"> - <i>All staff record and report concerns on My Concern which is online record system</i> - <i>Referrals are followed up swiftly and appropriately</i> 	<p>DSLs</p>



	<p>appropriate referrals to other agencies including the Channel Panel</p> <p>via the Multi-agency Safeguarding Hub (MASH).</p>		
<p>Referrals are made to Relevant agencies where a Prevent concern is identified.</p>	<p>The Prevent Lead makes appropriate referrals to other agencies including the multi-Agency Safeguarding Hub (MASH) and Channel Panel.</p>	<ul style="list-style-type: none"> - Prevent referrals are made to the multi-Agency Safeguarding Hub (MASH). Advice may be sought regarding Prevent concerns from Dorset Police and information shared through the Intelligence portal. - The Prevent lead support the Channel process by sharing information and carrying out agreed actions. 	<p>PREVENT LEAD</p>
<p>Staff Training</p>			
<p>Equip staff to identify children at risk of being drawn into terrorism and challenge extremist ideas</p>	<p>Assess the training need of staff in the light of the school's assessment of the risk to pupil at the school of being drawn into terrorism</p>	<ul style="list-style-type: none"> - Ensure the DSLs can provide advice and support to other members of staff on protecting children from risk of radicalisation. - All staff receive complete Prevent Duty awareness online training which informs 	<p>DSL</p> <p>SLT</p>



		<p><i>them of the signs and indicators of radicalisation every year. In house updates and training are provided between the required training periods.</i></p> <ul style="list-style-type: none"> - <i>The governing body complete regular safeguarding training.</i> <p>https://www.gov.uk/government/publications/prevent-duty-guidance</p> <p>Staff can, in correspondence with annual safeguard training:</p> <ul style="list-style-type: none"> - <i>identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</i> - - <i>DSLs attend appropriate training each term.</i> - <i>Prevent Lead referred trained.</i> 	
IT/ Computing Policies			
<p>Ensure that children are safe from terrorist and extremist material when accessing the internet in schools</p>	<p>The school has policies in place which reference to the 'Prevent Duty'</p>	<p>Relevant policies in place and embedded:</p> <ul style="list-style-type: none"> - <i>Safeguarding Policy</i> - <i>Online safety policy</i> - <i>Acceptable use policy</i> - <i>Anti-bullying policy</i> 	<p>SLT AND ONLINE SAFETY LEAD</p>



	Children are taught about on-line safety which specific reference to the risk of radicalisation	<ul style="list-style-type: none"> - <i>The curriculum reflects this duty.</i> 	SLT AND ONLINE SAFETY LEAD
	Fulfil the 'KCSIE requirements to ensure appropriate filters and monitoring systems are in place	<ul style="list-style-type: none"> - <i>Filters are in place and monitoring completed appropriately</i> 	SLT, ONLINE SAFETY LEAD, PSHE LEAD
Building children's resilience to radicalisation			
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 society'.	<ul style="list-style-type: none"> - <i>A safe learning environment is created across the school. Behaviours which harm the ability of different individuals and groups to work together are challenged</i> - <i>Through PSHE, and other curriculum activities, pupils can explore political, religious and social issues.</i> - <i>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</i> - <i>Children have regular teaching references to British Values including a weekly assembly.</i> - <i>4 pillars and school moto</i> 	ALL STAFF