

Prevent Action Plan 2023-2024

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection.

| Duty | What this means | Action | By whom |
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| Education | | | |
| All children in the school to be educated on a range of religions as well as appreciating that others may hold different beliefs and views to their own | Children at GDF respect that other people may hold different beliefs and views to their own. Jigsaw teaching makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others | <ul style="list-style-type: none"> • Discovery lessons to inform children about the different religions that people in the world hold • The value of ‘respect’ to be promoted when discussing different religious beliefs • British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs to be promoted in the school throughout the term e.g. assemblies, class activities and competitions. All Jigsaw lessons contribute to one or more of the British values in some way • Jigsaw sessions to promote to the children the importance of appreciating differences between individuals | All staff |



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| Risk Assessment | | | |
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| Assess the risk of children being drawn into terrorism | Staff can demonstrate a general understanding of the risks affecting children and young people | <ul style="list-style-type: none"> All staff have read part 1 of 'Keeping Children Safe in Education' (DfE, 2023) The Prevent Lead has informed staff of their duties as set out in 'The Prevent Duty' (DfE, 2015) | All staff Prevent Lead |
| | Staff can identify individual children who may be at risk of radicalisation and how to support them | <ul style="list-style-type: none"> Staff have received Prevent training informing them about signs and indicators of radicalisation. | All staff |
| | There is a clear procedure in place for protecting children at risk of radicalisation | <ul style="list-style-type: none"> Staff have read the School's Safeguarding Policy and the Prevent Policy Information on the prevent duty is contained within the Prevent Policy which is available on the school website All staff understand how to report concerns regarding risk of radicalisation via the DSL and Prevent Lead | All staff All Staff All Staff |
| | The school has identified a Prevent Lead | <ul style="list-style-type: none"> Staff know who the Prevent Lead is and that this person acts as a source of advice and support. The safeguarding lead, Lisa O'Connor, is the Prevent Lead | All Staff Prevent Lead |
| Prohibit extremist speakers and events in | The school exercises 'due diligence' in relation to requests from external speakers and | <ul style="list-style-type: none"> An outline of the expected talk is presented to the speaker or | Prevent Lead |



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| the school | organisations using school premises or assemblies | <ul style="list-style-type: none"> • There is an outline of what the speaker intends to cover if this is non-worship time related • 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 | |
| Working in Partnership | | | |
| The school is using existing local partnership arrangements in exercising its Prevent duty | The Prevent Lead makes appropriate referrals to other agencies including Children's First Response Hub and Channel Panel | <ul style="list-style-type: none"> • Records of referrals are kept on the children's files • Referrals are followed up appropriately | Prevent Lead/DSL |
| Parents are aware of the Prevent duty and help the school to fulfil this duty | Parents ensure that their children are protected from extremist views | <ul style="list-style-type: none"> • Parents to be spoken to by RE/Jigsaw lead/DSL if parents request that their child does not take part in these lessons • Information about the schools Jigsaw and RE curriculum available on the school website | Teachers Prevent Lead |



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| Staff training | | | |
| Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas | Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism | <ul style="list-style-type: none"> • Ensure that the Designated Safeguarding Lead undertakes Prevent Awareness Training • Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation • Ensure staff complete Prevent safeguarding training | DSL/Prevent Lead |
| IT Policies | | | |
| Ensure that children are safe from terrorist and extremist material when accessing the internet in school | Children are taught about on-line safety with specific reference to the risk of radicalisation | <ul style="list-style-type: none"> • The curriculum reflects this duty • Children are supervised at all times when using the internet to keep children safe from extremist and terrorist materials | All staff |
| Building children's resilience to radicalisation | | | |
| Ensure that pupils feel safe and confident in | Pupils develop the knowledge, skills and understanding to prepare them to play a full | <ul style="list-style-type: none"> • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the | All staff |



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| school to allow the discussion of 'Controversial issues' should they arise | and active part in society | need for mutual respect <ul style="list-style-type: none">• Through PSHE/Jigsaw lessons and other curriculum activities, pupils are able to explore political, religious and social issues in relation to their age• Pastoral support sessions to be provided if pupils require additional support | |
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