

Devonshire Infant and Junior Academies 'Prevent' Risk Plan 2023-2024

On 1st July 2015 the Prevent duty (Section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on schools to have due regard to the need to prevent people from being drawn into terrorism.

As part of commitment to safeguarding and child protection we fully support the government's Prevent Strategy. Pal Chahal is the school's Prevent Lead. Devonshire Infant and Junior Academies are fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Devonshire Infant and Junior Academies, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need or disability.

Links to Policies

The Prevent Risk Plan links to the following policies:

- Safeguarding Policy
- Behaviour Policy
- E-Safety Policies
- Equality Policy

The principle objectives are that:

- All Governors, teachers and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Governors, teachers and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow

the policy when issues arise.

- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Pupils understand how to keep safe against radicalisation and extremism and are provided with the opportunity to develop their knowledge, skills and judgement to challenge and debate extremist views.

This Risk plan aims to minimise any potential risk to pupils regarding radicalisation and extremism

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views and extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice.

Context of the School:

Devonshire Infant and Junior Academies are situated in Smethwick, West Midlands both led by Head Teacher Elise Waldron. We are part of Victoria Academies Trust. Our school is multicultural with pupils from a range of ethnic groups. The number of children who qualify for the Pupil Premium is just below (Infants) and in line (Juniors) the national average and the percentage of children identified with SEND is in broadly in line with the national average. We have Focus provision for 10 children across the two schools with ASD.

No	Area	Criteria	Strategies	Actions if required
1	Leadership	<ul style="list-style-type: none"> Who is the main point of contact for Prevent queries/referrals in your school? (Usually the DSL). Pal Chahal Ensure leaders are aware of statutory Prevent duty. Leaders keep abreast of Counter-Terrorism Local Profile (CTLP) updates through meetings with Justin Nixon, Sandwell Prevent Education Officer Leaders are aware of local and relevant Prevent risk updates – Sandwell CTPL Lessons learned approach 	<ul style="list-style-type: none"> Pal Chahal (DSL) is listed in the schools Prevent/Safeguarding policy and procedure for Prevent queries/referrals. This is included as a standing update in all safeguarding refresher meetings/training. Pal to attend regular DSP meetings with Sandwell Mash, with a Prevent section Prevent duty included in INSET for all staff, including leaders, with ongoing 7 minute briefings Sandwell CTPL training Sandwell Introduction to Prevent and Channel CPD for staff Leaders keep abreast of Prevent monthly newsletter, Prevent messaging (i.e. PEO mailing, Sandwell Prevent Twitter) Leaders attend community events to understand support and tools available as well as local context. 	<ul style="list-style-type: none"> Monitor that <i>all</i> staff (including non-teaching) are aware of who to address initial concerns to Identify & monitor main risks in area (e.g. Extremist graffiti, ISL content/concerns, RW influence/stickering) this can include; Online Content/Extremism, mixed ideology and no ideology present; but risk relating to vulnerabilities (i.e. Incel) <p>Main risk for monitoring as identified by Sandwell CTPL in 2023-24 continue to be:</p> <p>International (ISL – ‘Islamist’)</p> <p>RW - Right Wing (including Cultural Nationalist, White Nationalist & White Supremacist)</p> <p>All leaders to read DFE new release ‘Managing risk of radicalisation in your setting’ and respond with any necessary adaptations to risk plan.</p>

			<ul style="list-style-type: none"> • Safeguarding and PREVENT discussed regularly at SLT meetings. • Lessons learned – team debrief following any referrals, across both Junior and Infant Academy if required. Safeguarding & Child Protection Policy updated with as required. 	
2	Partnership	<ul style="list-style-type: none"> • Sandwell Childrens Safeguarding Partnership (SCSP). • Local Authority (LA) Prevent team including Prevent Education Officer (PEO) Justin Nixon • Use of the Multi-Agency Referral Form (MARF) for submitting referrals. • Links with local places of worship • West Midlands Police referral (Force Intelligence Bureau – FIB form) 	<ul style="list-style-type: none"> • Safeguarding representative attend SCSP/MASH meetings/ conference where possible. • Maintain contact with PEO. • Education Partnership Officer, Sandwell Police, Links with local police team, and continued children’s work with PCSOs • Keep the MARF on file. • Local faith leaders regularly involved in collaborative learning in schools and receive visits from school 	Continue to identify further partnerships that could be developed
3	Staff Training	<ul style="list-style-type: none"> • Engaging and informative online training available through the home office • Staff are confident about <i>how</i> to refer a concern and <i>who</i> to. • Staff are given training via new DFE guidance on how to identify 	<ul style="list-style-type: none"> • Raises awareness to general risks and historic cases. • DSL attend specialist Prevent SMBC/HO approved product • DDSLs to attend WRAP 	https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting

		<p>radicalisation and / or an interest in targeted violence</p> <ul style="list-style-type: none"> • Staff have increased knowledge in identifying genuine Prevent concerns. • Consider including others in staff training, such as Governors. 	<ul style="list-style-type: none"> • Prevent training delivered to SLT by PEO • Staff understand levels of risk as low risk, at risk, medium risk and high risk. • Staff use ‘TED’ – ‘Tell, Explain, Describe’ to talk about concerns. • Staff use strategies shared by DFE to speak to a child vulnerable to radicalisation • Share names and contact details of safeguarding staff to all new staff/visitors in Prevent/Safeguarding policies or leaflets for visitors 	<p>Leaders and teachers have read DFE case studies: https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/case-studies</p>
4	IT/online safety	<ul style="list-style-type: none"> • Systems for logging-in to PCs. • Classroom use of internet for learning. • Lunchtime/break time clubs using IT facilities. • IT policies/e-safety policy. • Safeguarding policy to include 2023 guidance re: online filtering and monitoring • Children safe from terrorist and extremist material when accessing the internet in school/home tuition, including appropriate levels of filtering. 	<ul style="list-style-type: none"> • Students have individual log-ins and/or PINs • Monitored by teachers and support staff, through physical observation. • Supervised by staff at all times. • Systems in place for internet controls and filtering. Staff advised of the 2023 addition of online filtering and monitoring to KCSIE and expectations of their roles. 	<p>https://www.saferinternet.org.uk/</p> <ul style="list-style-type: none"> • Online safety taught to children in age-appropriate ways through PSHE programme/Computing • Searches and site issues reported to ICT Helpdesk • Violent, Terrorist and Extremist content and search entries flagged including wording

			<ul style="list-style-type: none"> • Entrust digital monitoring team will review and grade all captures generated by users of monitored devices, escalating any captures that may represent an issue to named contacts. • Ensure IT staff stay up to date with changes/improvements in this area and review where necessary. • Contact with parents/awareness sessions – information available on website and annual IMPACT session for parents. 	<ul style="list-style-type: none"> • SLT produce videos for parents to support use of online learning platforms.
5	Curriculum	<ul style="list-style-type: none"> • Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE. • Curriculum experiences • NEW DFE approved Computing curriculum to be implemented in 2023-24 • Training for new computing lead for September 2023 	<ul style="list-style-type: none"> • Prevent is approached through PSHE • Links to teaching Fundamental British values and Human Rights. • Visits to local places of worship each year. • RE provides a safe space for discussing differing opinions and beliefs in a respectful manner. • Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals is key. 	<ul style="list-style-type: none"> • Prevent awareness might also be incorporated into enrichment activities or educational visits.

6	External Speakers	<ul style="list-style-type: none"> • Outside visitors/speakers (previously including Dave Allport, Rewind UK). Equality, Diversity and Inclusion in Schools, Inclusive Practice) • External providers, e.g. theatre companies, workshop facilitators (previously Saltmine Theatre Company) 	<ul style="list-style-type: none"> • External speakers can be very inspiring and motivating to students – content of sessions are approved by school leaders / appropriate staff in advance - complete due diligence 	<ul style="list-style-type: none"> • Feedback from staff and/or pupils carried out • PEO to act as a central contact point for discussion re: external groups.
---	-------------------	--	---	--