



Priory Junior School

Prevent Strategy Action Plan

Context of School

Priory Junior School is situated within the market town of St Neots in Cambridgeshire. It is a predominantly White-British school, with a small percentage of learners from other countries. Children who qualify for Pupil Premium are below the national average, and the percentage of children identified with SEN is similar to the national average.

Leadership and Management - ensure the school ethos is one which promotes tolerance and understanding of others				
Objectives	Current Activity	Further Steps	By whom/ when?	Review
To establish a positive ethos within the school.	Values and Aims understood by all Positive Behaviour Policy – links to values Assemblies reinforce values	Ensure values and aims are incorporated into induction procedures.	TK - immediately	Positive ethos exists within the school. Children understand the values – and are able to talk about them.
To ensure safeguarding policy is up-to-date, and reflects prevent duties.	Safeguarding policy reviewed annually, and updated in light of changes Ratified by governors and shared with staff Available to parents on website	Update policy as necessary.	TK – as necessary	Safeguarding policy is regularly updated, as appropriate and shared with staff annually, or when changes occur.
To ensure restorative approaches are embedded within the school ethos.	Staff trained in restorative approaches Peer mediators in place Peer mediator co-ordinator meets with peer mediators regularly	New staff training to be completed Additional peer mediators to be trained – 10 x Y5 Training for midday supervisors	TK / CS – ongoing Locality team – Autumn 2015 Locality team – Autumn 2015	Schedule of in-house training for staff – annual refresher – helpful reminder. 20 peer mediators in place – meeting with co-ordinator needs to be better scheduled.
Partnerships – to ensure that staff are confident to take preventative and responsive steps working with other agencies, parents and children				
Objectives	Current Activity	Further Steps	By whom/ when?	Review
To build effective working relationships with other agencies.	Attend multi-agency mtgs. as requested. Follow-up concerns with agencies.	Continue		In place, and ongoing.
Ensure staff have a good understanding of referral process.	Staff training – Basic Child Protection DfE Keeping Safe in Education shared with staff Advise sought from ECPS when necessary	Staff to include 'Prevent' concerns on logs.	Ongoing	Staff reminded / updated regularly.
To build strong community links with families	Parent Do Days / Parent helpers CAF process involves families Welcoming community Listen to concerns Able to signpost parents to support as necessary Friends of Priory	Continue	All teachers - Ongoing	Parents have a range of opportunities to get involved, and support mechanisms in place. Would be useful to consider what further actions could assist harder-to-reach families.
Training – to build staff knowledge and skills through training.				
Objectives	Current Activity	Further Steps	By whom/ when?	Review
To ensure the school has a Prevent Lead who understands their role.	Prevent Lead in place WRAP training attended	Attend any training as necessary	TK	In place, with training attended.

To ensure school staff have an understanding of the Prevent strategy and their role within this.	Keeping Children Safe in Education shared.	In-house staff training to improve understanding.	TK – September 2015	In place with annual update through training.
IT – to ensure IT systems are secure/safe, and curriculum enables children to develop skills for keeping themselves safe online.				
Objectives	Current Activity	Further Steps	By whom/ when?	Review
To ensure infrastructure includes suitable filtering of internet sites.	IT network supported by Cambs Ed IT who provide filtering service.			In place.
To ensure E-Safeguarding policy protects children and staff.	E-Safeguarding policy in place	E-safeguarding policy to be reviewed	DF – Autumn 2015	Policy updated and shared with staff.
To ensure Acceptable Use policy reflects changes in Prevent duty.	Acceptable Use policies in place for staff, pupils and governors	Acceptable Use policies to be reviewed	DF – Autumn 2015	AUPS updated and all staff consulted, signed and recorded on personnel file
To ensure curriculum develops e-safety skills for children.	PSHE units on keeping safe Computing Curriculum – e-safety units taught termly.	Further development of STARZPlus as school's online community	DF – Autumn 2015	e-safety units in place. All children now have bronze accreditation. Further development of STARZplus ongoing.
Building Resilience – to develop children's sense of belonging and self-esteem, through building a curriculum which is inclusive, and engages all.				
Objectives	Current Activity	Further Steps	By whom/ when?	Review
To ensure British Values are integrated within the school curriculum, and develop tolerance of others	British Values audit completed Assemblies focus on values Curriculum units promote tolerance of others – eg. Y5 Long Walk to Freedom unit RE Curriculum develops understanding of other faiths	Community project with Samuel Pepys school to be established.	KS – Summer 2016	Further review of curriculum to explore additional opportunities would be beneficial eg. Choice of texts in English
To develop school council's voice within school	Democratic elections of school council reps School council meet half-termly to discuss school life – focused questions	School council project to be led	LW – Spring 2015	School council have an active voice in school. Project due to take place re: anti-bullying.
To listen to children's opinions through circle time.	Weekly circle time in classes Concerns from circle time shared.	Refresher circle time training	FS – 5 th October 2015	Ongoing. Staff found training beneficial – need to make sure scheduled in regular cycle of refresher training.
To ensure all intolerance is challenged and addressed	Anti-bullying policy and procedures in place Intolerance of others – procedures for recording in place Teachers refresher – September 2015	Refresher training – support staff	TK – Autumn 2015	In place and followed – action taken to address any intolerance.
For children who are emotionally vulnerable to be supported.	Inclusion worker meets children weekly Play therapist – weekly support for targeted children SWITCH project – year 6 children Extra transition visits – year 2 children CAF process	Incorporate emotionally vulnerable children discussions into Pupil Progress mtgs each half-term.	TK – Autumn 2015	Additional focus during Pupil Progress mtgs has had a good impact on emotionally vulnerable children – with timely actions taken to support.