



Priory Junior School

Prevent Strategy Action Plan

Priory Junior School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

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 maintain the positive ethos within the school.	Values and Aims understood by all Positive Behaviour Policy – links to values Staff induction included behavior policy and school values Assemblies reinforce values	Development of Growth Mindsets within school ethos	TK - Spring / Summer 2017	Children are clear about the values – and able to talk about them. Positive atmosphere in the school, with a sense of whole-school belonging.
To ensure there is a clear procedure in place for protecting children at risk of radicalisation.	Safeguarding policy reviewed annually, and updated in light of changes 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. Ratified by governors and shared with staff Available to parents on website	Update policy as necessary.	TK – as necessary	All in place, staff know who the Prevent lead is, and how to report a concern.
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 Annual refresher training in place for all staff.	New staff training to be scheduled as necessary.	TK / CS – ongoing	New peer mediators trained. All staff have regular refresher training. Would be good to consider strategies for further training for children and staff.
Assess the risk of children being drawn into terrorism so that : <ul style="list-style-type: none"> staff can demonstrate a general understanding of the risks affecting children and young people 	All staff have read "Keeping Children Safe in Education", 2016 The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015).	Update staff as necessary.	All staff Prevent Lead - TK	Updated annually – with updated Keeping Children Safe in Education Guidance
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	Request an outline of what the speaker intends to cover Research the person/organisation to establish whether they have demonstrated extreme views/actions.	Prevent Lead - TK	In place – no concerns from speakers invited in.

		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		
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
For the Prevent Lead to make appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	Records of referrals are kept with CP records. Referrals are followed up appropriately.	Continue	TK	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 that children are safe from terrorist and extremist material when accessing the internet in schools	E-Safeguarding policy updated in light of prevent. Acceptable Use policies updated in light of prevent	Anti-Bullying policy to be reviewed in light of Prevent	TK – Summer 2017	Reviewed and updated
To ensure children are taught about on-line safety with specific reference to the risk of radicalisation.	PSHE units on keeping safe Computing Curriculum – e-safety units taught termly.	Further review of e-safety units to ensure specific reference to radicalization within them.	DF – Summer 2017	E-Safety units have been reviewed and revised
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	Further review of curriculum to explore additional opportunities	TK – Autumn 2017	Ongoing

<p>To ensure that pupils have a "safe environment" in which to discuss "controversial issues".</p>	<p>Through PSHE, and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/</p>	<p>As above. Staff's understanding of British Values – refresher training.</p>	<p>TK – Autumn 2017</p>	<p>In place, and being reviewed further in light of curriculum changes being made.</p>
<p>To ensure all intolerance is challenged and addressed</p>	<p>Anti-bullying policy and procedures in place Intolerance of others – procedures for recording in place Refresher training – September 2016</p>	<p>Refresher training – all staff</p>	<p>TK – Autumn 2017</p>	<p>In place. PSHE service reviewed procedures Autumn 2019 – commented that policy and procedures are exemplary. Discussed further ways of supporting with social skills groups.</p>
<p>For children who are emotionally vulnerable to be supported.</p>	<p>Continue to incorporate discussions re: emotionally vulnerable children during Pupil Progress mtgs each half-term. Utilise in-house support strategies: Inclusion worker support Play therapist support SWITCH project – Year 6 Extra transition visits – Year 2 children CAF / EHA process</p>		<p>TK – ongoing</p>	<p>Inclusion worker support and play therapist seen to have good impact. Further work for resilience building and supporting with social skills groups would be of benefit. Extra transition visits have enabled children to settle well into new year groups, including training day visit for SEND children in September.</p>