

## Requirement 1 - Leadership and Management

School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.

The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.

Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.

The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.

Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.

Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.

### **Requirement 2 - Risk Assessment**

A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.

There is a clear escalation policy about the appropriate time to call the police.

Prevent risks are explicitly referenced in the School Evaluation Form (SEF).

The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.

### **Requirement 3 - Working in Partnership**

The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.

The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.

The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.

#### **Requirement 4 – Training**

Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.

The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.

The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.

Safer recruitment training has been carried out by leaders, managers and those responsible for governance.

### **Requirement 5 – Online Safety**

#### **Leadership**

Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).

## **Staff**

All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.

## **Filtering and monitoring**

The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.

## **Policy and procedure**

The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.

## **Parental engagement**

The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.

## **Curriculum and learning (1/2)**

Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.

## Curriculum and learning (2/2)

Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.

### Requirement 6 – Safeguarding School Premises

The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.

There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.

The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.

### Requirement 7 – Building children's resilience to radicalisation

The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.

Pupils engage with views, beliefs and opinions that are different from their own in considered ways.

As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making.

The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.

meet these requirements can be found in the second tab of

**Score 1 to 4:**

**1 in place and fully embedded**

**2 in place and established**

**partially in place**

**in place needs action**

**3**

**4 not**

1

1

1

1



1

2

Score 1 to 4

3

2

3

2

Score 1 to 4

1

1

2

Score 1 to 4

1

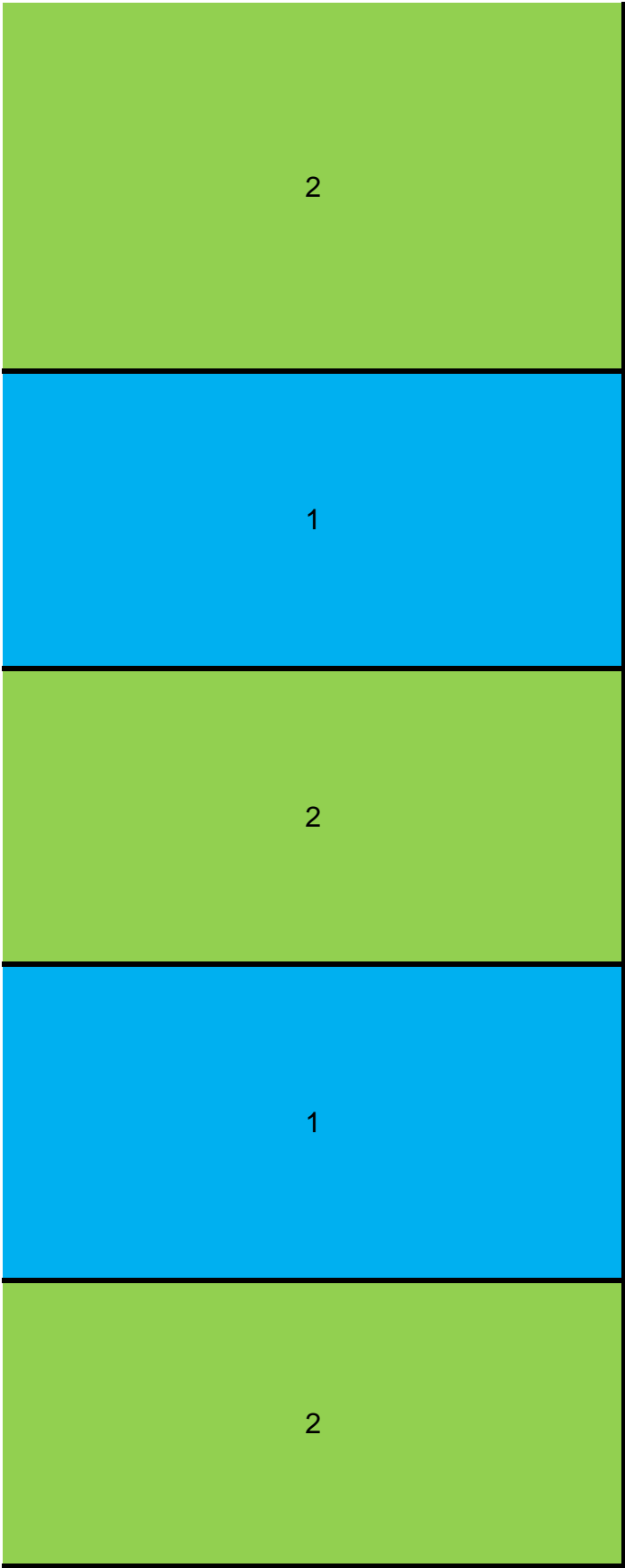
2

2

1

Score 1 to 4

1



2

Score 1 to 4

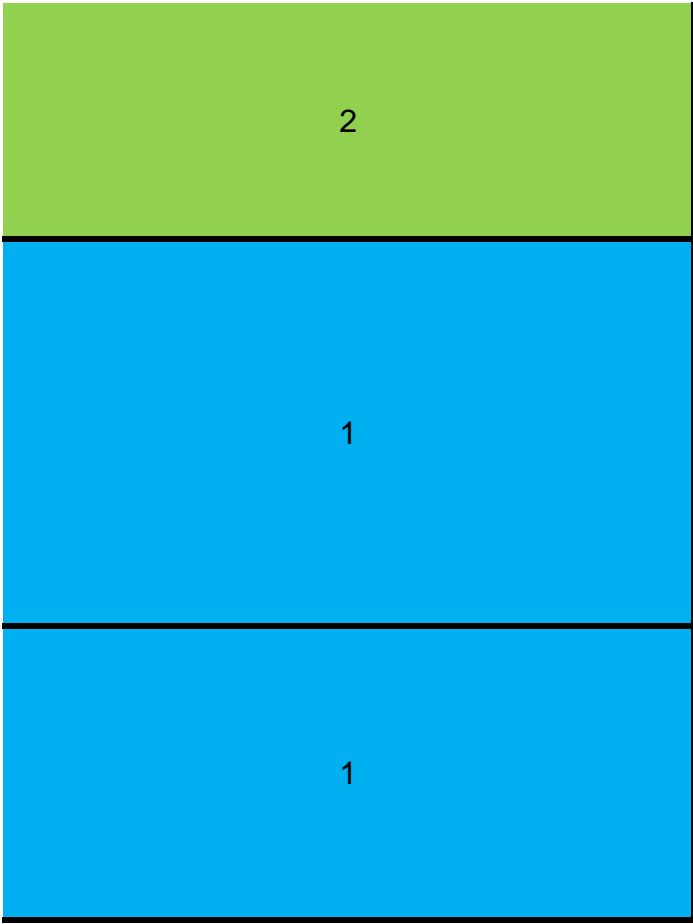
1

n/a

3

Score 1 to 4

1



Evidence & actions arising from assessment

YES. Staff training on PREVENT every 2 years using DFE and National College. Discussed in daily debriefing sessions as and when needed.

YES. DSLs are lead on this with SLT.

YES. EHT, HoS and DSLs attend DSL briefings and other networks

YES. Daily staff de-briefings are a forum where such things would be shared with and by staff for SLT to act upon.

YES. Staff must model positive behaviours at all times as we work in a PRU. Govenrors will do drop in monitoring visits.

The ethos of the school's cultutre. Verbal feedback from p/c. Need twice yearly p/ & student surveys.

**Evidence & actions arising from assessment**

YES in practice but not in a formal RA

in practice yes as part of SCIP training; not formally in a policy

no not currently

YES. email alert links; network groups; some staff live in the school's town of Burton/Uttoxeter; the news. Yes such things when they arise are discussed with our students.

**Evidence & actions arising from assessment**



YES. HoS chairs a S&I hub for East Staffs (EHT chairs in Tamworth); MACE panel; other networks at HT level: PRU HTs; District Heads;

YES. DSLs share information and will discuss decision making process when undertaking dynamic RAs

YES.

**Evidence & actions arising from assessment**

YES. national college webinars etc; staff daily de-briefing

YES for newly appointed staff & long term supply

YES - it is standard INSET; not recorded in SDP

YES. EHT up date safer recruitment with INSIGHT HR every 3 years; annual HR and recruitment audit is undertaken by INSIGHT HR and EHT.

**Evidence & actions arising from assessment**

YES. DSL training for DSL and SLT; Governors CP Level 1 Sept 2023; Chair of Gov SSU meetings with HoS and EHT fed back to MC.

YES: HoS ensures that Staff use National College webinars (certs) throughout the year. Needs to be added to INSET matrix log

SCC recommend schools to use Securix - from March 2023. Previously used PCE/Smoothwalls. Admin and EHT review live and share weekly reports with HoS to review.

Yes in SSU and Remote Learning policy. School does not have a mobile, social media, smart tech policies - these are outlined in Induction Pack for Parents.

YES. As a PRU - we try to engage F2F with all p/c for all messages; use of Arbor for emails; termly F2F Review Day (parents evenings with professional agencies).

There is no specific on line training in the curriculum - it is taught as and when the children need it. It is part of the 10 day induction programme and pre-admissions meetings for each child when they start.

YES.

**Evidence & actions arising from assessment**

No one is allowed to enter the building without prior arrangement with the HoS and or EHT. (Exceptions are P/C.) Visitors are with staff at all times, unless have the appropriate DBS checks that have been shared with HoS/EHT.

n/a

YES. Fire evacuation procedures are practiced each half term and or when needed (if there has been an influx of students). Due to the nature of our students, all pupils know that they must follow instructions and move to designated areas. NEED to complete lock down policy in writing - although in practice staff are able to do this due to SCIP training.

**Evidence & actions arising from assessment**

YES - with long term placements and yes wherever possible with short term placements. The Federation's values of Trust, Care, Honesty and Respect are the cornerstone of the ethos in the school - they are modelled by all staff at all times - encouraging all students to understand and accept; staff will challenge students who may have other views.

YES - generally our students will - sometimes reflection time is required to overcome the emotion of some views. Not all our students are able to put this into practice outside of school.

YES. All day and everyday!!! It is a PRU where the trauma informed child centred approaches are core to the ethos and culture of the school.

YES. With 1:3 ratio - staff have the time and the skills set to enable all our young people to recognise risks, select suitable less riskier choices etc in lessons and within school BUT this is not always achieved outside of school. Staff will devised RA care plans with parents/carers if needed with external agencies/numbers etc.

