



Newlyn Primary School PREVENT Self-Assessment February 2023

<u>Requirement 1 - Leadership and Management</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
<p>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).</p> <p>They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.</p>	3	<p>School leaders and governors have received training on the Prevent agenda and are aware of their roles in the prevention of terrorism, the in-school strategy for schools.</p> <p>Training has been received by all staff, this is monitored by school leaders and governors on an annual basis and reported through the school S175/157 return to county.</p> <p>School held policies for safeguarding and prevent secure this as a whole school approach.</p> <p>All staff have read our child protection policy and at least part one of Keeping children safe in education 2022.</p> <p>Annual safeguarding training covers the Prevent agenda and awareness of school and trust policies. Safe smart training supports this as an on-entry training for all staff.</p> <p>Action:</p> <ul style="list-style-type: none"> • Ensure that ALL staff have completed the Safesmart Prevent training Feb 2023 • Review Prevent agenda in staff meetings.
<p>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.</p> <p>The identified Lead works with key stakeholders to communicate the Prevent strategy.</p>	3	<p>The school has identified a Prevent lead (Isabel Stephens, DSL), the lead works across all groups of staff to support understanding and staff referrals.</p> <p>The lead works to communicate the schools prevent work within and across the school community.</p> <p>The role is explicitly mentioned within the S175/157 return made by the school and is communicated on the school website.</p> <p>Action:</p> <ul style="list-style-type: none"> • Confirm that Prevent Lead information is on the website. • Distribute the leaflet detailing our school's Prevent information • Publish Prevent lead information via the staff and parents noticeboard / Facebook / Website.
<p>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.</p>	3	<p>School leaders are aware of their duty to prevent pupils from being drawn into terrorism, and make sure all staff are aware of their role too.</p> <p>School leaders have signed up to and receive local network updates to keep themselves well informed of local issues as they arise.</p> <p>The school uses the following networks to support its Prevent work: Police information network Cornwall Council – Safer Cornwall</p> <p>Action:</p> <ul style="list-style-type: none"> • Review subscriptions for local network updates.

The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	3	<p>The School holds a policy for Prevent and aligns this to the curriculum offer to support British values and personal development.</p> <p>The school holds an equality policy which is monitored by the school governors and covers tolerance and equity within it.</p> <p>The school has a programme for development of SMSC education which builds across the year groups. This is informed by the Jigsaw Curriculum and has been adapted to suit our pupil's needs.</p> <p>Action:</p> <ul style="list-style-type: none"> • Development of a specific SMSC programme to illustrate how SMSC is delivered and built across year groups.
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	3	<p>Our virtues are embodied by all staff and are promoted through all teaching and learning experiences.</p> <p>Governors and School leaders monitor the promotion of school virtues across each academic year.</p> <p>Action:</p> <ul style="list-style-type: none"> • Collate any Governors written reports which address the promotion of school virtues. • Set dates for further Governor monitoring.
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	4	<p>The school virtues clearly set out our commitment to British Values these can be seen through the publication of our wider curriculum and personal development sections of our published curriculum.</p> <p>Our staff have all agreed to work within the code of conduct and this is in line with our values as a trust and as an individual school. This document is reviewed annually, and all staff are sent reminder expectations when reviewed.</p> <p>School staff undertake an annual self-declaration.</p> <p>Staff have access to wellbeing and reporting services via the low-level concerns process held within the code of conduct.</p> <p>Monitoring of pupils shows high levels of peer to peer support and our annual pupils survey as well as ongoing pupils voice monitoring shows concerns process are known and understood by the majority of pupils.</p> <p>Action:</p> <ul style="list-style-type: none"> • Review the low-level concerns process held with the code of conduct with all staff. • Conduct a more recent pupil voice survey to ensure that pupils are aware of processes for showing their concerns. • Whole school assemblies to address pupil voice outcomes.
<u>Requirement 2 - Risk Assessment</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>

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.	4	<p>Yes, this is an annual assessment and is within the school's policy update schedule.</p> <p>Action:</p> <ul style="list-style-type: none"> Review school's policy update schedule and ensure that this risk assessment is included in it.
There is a clear escalation policy about the appropriate time to call the police.	3	<p>The prevent lead and DSLs make appropriate referrals to other agencies including the MARU and Channel panel.</p> <p>The additional training held by these staff members support their understanding of when to refer.</p> <p>They are supported by updated multiagency training in line with training plan.</p> <p>Action:</p> <ul style="list-style-type: none"> Schedule further multiagency training in order to update staff on most recent Prevent development.
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	4	<p>Prevent actions are highlighted from the prevent Risk Assessment and within the School S175/157 annually.</p> <p>These are then drawn into the school safeguarding action plan.</p> <p>Action:</p> <ul style="list-style-type: none"> Review our annual S175 to ensure Prevent actions are explicitly highlighted. Place safeguarding action plan within the school SDP and SEF document.
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	4	<p>The DSL network supports awareness of local and national agenda changes and updated training is undertaken to support the development of local needs.</p> <p>The DSL received regular updates via the police information network, to disseminate to staff as required. Information includes foci on domestic violence, county lines and Prevent.</p> <p>Action:</p> <ul style="list-style-type: none"> DSL to discuss local, national and international incidents with pupils where appropriate.
<u>Requirement 3 - Working in Partnership</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
<p>The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police.</p> <p>Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.</p>	4	<p>DSLs report all concerns at a local level to agencies relevant to support need. We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The prevent lead is aware of the process to contact other agencies and expediate concerns about extremism.</p> <p>Records of referrals are kept and followed up as necessary.</p> <p>Reports are made using CPOMS and transferred alongside other pupils' records should a change of setting be made.</p> <p>Action:</p>

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.	4	The Prevent lead uses local network information to update and review the Prevent Risk assessment. Action:
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.	3	The school has a comprehensive Safeguarding and child protection policy that outlines Prevent referrals, the school holds a separate Prevent policy that details the referral process and is well known to school's staff. The schools DSL is Isabel Stephens (Headteacher) and Deputy DSLs are Julie Wood (SENCO) and Katie Smith (Deputy Head) Action: <ul style="list-style-type: none"> Review Prevent policy with all staff Revisit the referral process with all staff.
<u>Requirement 4 – Training</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
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.	4	The school has access to Prevent updates via the Safesmart system provided by the Trust. We supplement this with staff attendance at Prevent specific training. All staff attended training in September 2021, which was coordinated by Steve Rowe, Prevent Lead. Action: <ul style="list-style-type: none"> Key staff to attend further Prevent training to supplement Safesmart training. Whole school training to be confirmed to update 2021 training.
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	3	All staff receive Safesmart prevent training within their safeguarding induction. Safeguarding induction also covers aspects of Prevent reporting training and is given centrally by TPAT. Action: <ul style="list-style-type: none"> Revisit Safeguarding induction to ensure all new staff have completed the Prevent training.
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	4	The school has 4 trained Safer recruitment personnel. These include a governor, a member of office a staff and a senior leader. Updated learning from each person is shared at the point of recruitment decision to ensure new expectations are met. Action: <ul style="list-style-type: none"> To review recruitment process to ensure that updated learning about Prevent is included when making recruitment decisions.

<u>Requirement 5 – Online Safety</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
<p>Leadership</p> <p>Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).</p>	4	<p>Governors and Trustees understand their role in meeting the requirements of the Prevent Duty.</p> <p>The DSL and Deputy DSL (Katie Smith) hold delegated responsibility for Online safety – though KSCIE 2022.</p> <p>Governors and Trustees have undertaken training to support their role.</p> <p>Action:</p> <ul style="list-style-type: none"> • Ensure that all Governors have completed Online Safety training.
<p>Staff</p> <p>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.</p>	4	<p>A comprehensive offer of staff training is offered and includes the latest online safety requirements.</p> <p>We use Safesmart / Natterhub training (as recommended by the TPAT Digital Transformation Lead) as our training providers and all staff receive updated sessions over the year.</p> <p>Last whole staff Online Safety training September 28th 2022</p> <p>Training outcomes are used to identify next needs and we respond to this when planning training.</p> <p>Action:</p> <ul style="list-style-type: none"> • Ensure that whole staff training regarding online safety updates is scheduled regularly across the academic year. • Check that all staff have completed to Safesmart online safety training.
<p>Filtering and monitoring</p> <p>The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.</p>	4	<p>The school uses the WatchGuard filtering system via our support team ICT4. ICT 4 communicate with school about any data breaches or pupil blocked categories. This meets the requirements. And is reported to the UK Safer Internet Centre.</p> <p>The school undertakes both active and pro-active monitoring.</p> <p>The school has undertaken a 360 review (Jan 2022) and has included internet safety within its staff CPD to support effective monitoring of devices and content with school.</p> <p>Action:</p> <ul style="list-style-type: none"> • An up to date 360 Review to be completed by KS
<p>Policy and procedure</p> <p>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.</p>	4	<p>The safeguarding policy as well as the computing policy and associated provisions support a comprehensive approach to digital safety for all members of our school community.</p> <p>We use:</p> <p>Knowsley monthly newsletters</p> <p>Natterhub scheme (online safety specific lessons and resources)</p> <p>Stay Safe Initiative whole school workshops.</p> <p>Acceptable Use statements distributed and signed by staff, parents and pupils.</p> <p>Computing curriculum includes e-safety informed by the Rising Stars and the Educated for a Connected World curriculums.</p> <p>Action:</p> <ul style="list-style-type: none"> • Ensure that the most recent Knowsley newsletters have been sent out to parents.

		<ul style="list-style-type: none"> Monitor delivery frequency and quality of Natterhub sessions (KS)
<p>Parental engagement</p> <p>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.</p>	3	<p>The school uses the National Online Safety scheme to deliver safety messages to parents, we provide a monthly online safety newsletter to all parents and hold web-based support events for all parents on parenting in the digital age.</p> <p>Natterhub online webinars are sent out to parents on a termly basis.</p> <p>Information provided to parents via our school website and Facebook page as issues arise e.g. online gaming information and feedback from The Stay Safe Initiative online safety workshop.</p> <p>Action:</p> <ul style="list-style-type: none"> Review only safety newsletter regarding regularity of sending out to parents and impact on parents – do they feel informed? Parent Survey. Ensure regular online safety updates are sent out to parents.
<p>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.</p>	3	<p>All national guidance is adhered to within the curriculum planning.</p> <p>The school uses the Rising Stars Scheme for computing, and this is supplemented by specific content for online safety via Natterhub and the Educated for a Connected World curriculum - as well as being supplemented within our RSE and PSHE curriculum</p> <p>External providers, such as The Stay Safe Initiative, deliver workshops to ensure the message is live.</p> <p>Action:</p> <ul style="list-style-type: none"> Book the Stay Safe Initiative workshops for the next academic year. Computing lead and Online Safety lead to review and monitor the delivery of the computing curriculum across the year groups.
<p>Curriculum and learning (2/2)</p> <p>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.</p>	3	<p>Curricular provision is progressive and supported well by our PSHE and wider curriculum.</p> <p>Specific content for online safety within our RSE and PSHE curriculum as well as external provider workshops to ensure the message is live.</p> <p>Action:</p> <ul style="list-style-type: none"> Book the Stay Safe Initiative workshops for the next academic year. Computing lead and Online Safety lead to review and monitor the delivery of the computing curriculum across the year groups.
<p>Requirement 6 – Safeguarding School Premises</p>	<p>Score 1 to 4</p>	<p>Evidence & actions arising from assessment</p>

The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	4	All visitors to school are accompanied on site by school staff at all times. Speakers are required to have staff members with them and staff are aware of need to have known content prior to pupils' access and to intervene if necessary during any presentation. Action:
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	4	No groups use the school premises without school staff in attendance. Action:
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	3	The school has policy and procedure for all understood procedures. Staff are familiar with these, and pupils are directed to understand as required. Our action plan for safety supports the development of lockdown and invacuating procedure practice. Action: <ul style="list-style-type: none"> Update all staff with emergency response procedures.
<u>Requirement 7 – Building children's resilience to radicalisation</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
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.	4	The school virtues clearly set out our commitment to British Values these can be seen through the publication of our wider curriculum and personal development sections of our published curriculum. British Values assemblies and lessons are regularly delivered for all pupils. Action: <ul style="list-style-type: none"> Deliver updated British Values sessions to yr1 / EYFS pupils.
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	3	Our curriculum planning through either pre planned trips, visits, visitors, or well-chosen learning resources supports all pupils to widen their understanding of others. Curriculum tracking ensures all pupils gain access to and understanding from engagement in planed events. Where gaps in experience are identified intervention, planning supports the building of additional learning events to support. We use the Jigsaw PSHE curriculum to deliver learning around Celebrating Difference and protected characteristics. Action: <ul style="list-style-type: none"> Explore further visits / workshops and experience opportunities to help pupils to engage further with views, beliefs and opinions that are different to their own. Monitor the delivery of the PSHE curriculum and assess pupil's ability to engage with views, beliefs and opinions different to their own.

<p>As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.</p>	<p>3</p>	<p>Our pupils as leaders work has identified the need for pupils to engage in the decision making across the school the phased introduction of leaders is supporting pupils to engage at the decision-making level of our school.</p> <p>Action:</p> <ul style="list-style-type: none"> • Conduct a new pupil voice survey • Student Council deliver assemblies to ensure pupils are able to engage in the decision making across the school.
<p>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.</p>	<p>3</p>	<p>Our school curriculum supports pupils to question the validity and reliability of first- and second-hand sources as well and encouraging pupils to question presented evidence.</p> <p>Our online curriculum and additional support resources supports challenging presented material as well as support all pupils to question the source of information available online.</p> <p>Our use of published and developing schemes as well and use of external provision enable us to be proactive and reaction to individual cohort needs as these are identified.</p> <p>We use:</p> <p>Natterhub scheme (online safety specific lessons and resources)</p> <p>Stay Safe Initiative whole school workshops.</p> <p>Computing curriculum includes e-safety informed by the Rising Stars and the Educated for a Connected World curriculums</p> <p>Action:</p> <ul style="list-style-type: none"> • Monitor the delivery of the computing curriculum • Assess pupils' skills with regards to recognising risks and making safe choices on and off line (Pupil survey)