



CLOVER LEYS SPENCER ACADEMY PREVENT ACTION PLAN FOR EDUCATION

The Counter-Terrorism and Security Act 2015 places a DUTY on specified authorities, including schools, to prevent people from being drawn into radicalisation, terrorism, and violent extremism.

1. Leadership
2. Partnership
3. Staff Training
4. IT/Online Safety
5. Curriculum
6. External Speakers

This Plan sets out the actions we need to take in 2022-23 at Clover Leys to work together, and in partnership with other agencies, to deliver these Prevent duties and keep our children safe from radicalisation, terrorism and violent extremism.

Objective	Action to be taken	Progress/updates	Intended Outcomes	Budget/ staff responsible	Monitoring
Area 1: Leadership and Staff Training	Identify local PREVENT teacher who safeguarding team need to contact & liaise with	LT has contacted SS and arranged 3 CPD lessons where CWSA staff can observe these sessions being taught via TEAMs.	All staff & safeguarding team are able to keep pupils safe and draw upon other professionals knowledge & expertise to support this	Safeguarding Team	Staff CPD impact sheets to be completed after the training.
Identify main risks in your area (e.g. Hundred Handers, British Movement, Patriotic Alternative, ALM).	Safeguarding newsletter to staff - 2 x a year to remind re prevent				Opportunities for staff to share what they observed with the wider staff during the Spring term.

	Local PREVENT training for all staff, so that they are aware of local issues.	Staff meeting to be planned during the Spring term			
Area 5: Curriculum	Prevent should be approached through PSHE as a safeguarding issue in a similar way to CSE, for example. · Links to teaching Fundamental British values and Human Rights.	Prevent lessons for Y5/6. Parents to be informed of the sessions via letter and a video explaining the content from SS.	All pupils have a sound understanding of Fundamental British Values and Human Rights. The RE curriculum provides all pupils with relevant opportunities to discuss a range of religious beliefs in a respectful manner.	All staff	Pupil voice Parent workshops Book looks (RE and PSHE)
Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE. Prevent awareness might also be incorporated into enrichments activities such as ‘drop down’ days or educational visits. School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from	Good RE provides a safe space for discussing differing opinions and beliefs in a respectful manner. RE also allows faith-inspired terrorist claims to be debunked through close inspection/interpretation of theology and scripture. Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals is key.	RE is planned to be a focus during the summer term, so these areas will be embedded within the new RE curriculum.	All pupils have critical thinking skills and building resilience against negative influences and stereotypes. They are also aware of how to report such concerns.		

<p>radicalisation and extremist influences</p>	<p>The school has a programme of learning that helps children to develop critical thinking skills around the power of influence, particularly on-line and through social media</p> <p>Fundamental Values (FV) are discussed with all children at the age appropriate level – display the FV in classes. Key themes for assemblies throughout the year.</p>		<p>Children (at the appropriate age) are aware of;</p> <ul style="list-style-type: none">- the benefits of community cohesion-the damaging effects of extremism on community relations	<p>PSHE lead</p> <p>Safeguarding Team</p>	
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