

## ORMISTON MEADOWS ACADEMY PREVENT ACTION PLAN

Ormiston Meadows Academy 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 terrorist activity.

<b>Duty</b>	<b>Actions</b>	<b>Impact</b>	<b>Lead</b>	<b>Evidence</b>
1. Establish Single Point of Contact for Prevent	<p>Appoint Safeguarding Lead for the school as the Single Point of contact.</p> <p>Integrate and locate Prevent within school and safeguarding policy and practice</p> <p>Safeguarding Lead attends training for Prevent</p>	<p>Reduces risk by establishing Prevent as a school safeguarding priority and duty</p> <p>Reduces risk as Safeguarding lead provides communication route within the school and between organisations ensuring confidentiality and clarity</p>	Headteacher, Safeguarding Lead and Governors	<p>Safeguarding Policy</p> <p>Minutes of Governor meetings</p>
<b>Duty</b>	<b>Actions</b>	<b>Impact</b>	<b>Lead</b>	<b>Evidence</b>
2. Assess risk of pupils being drawn into radicalisation, terrorism and violent extremism and identify actions to reduce risk	<p>The school works in partnership with other schools, agencies and the Local Authority to understand and assess the risk within the local area.</p> <p>Recruitment procedures follow safer recruitment guidelines</p> <p>Peterborough is a very diverse city and this is reflected in the backgrounds of the pupils attending the school. Diversity</p>	<p>Acquired local knowledge is directly and swiftly acted upon, recognising and reducing risk</p> <p>Reduces risk of engaging staff member with potential to radicalise pupils</p> <p>Diversity competence raises awareness, challenges discrimination and promotes equality and community</p>	<p>Safeguarding Lead, Senior Leadership Team</p> <p>Senior Leadership Team, Governors</p> <p>All staff</p>	<p>Safeguarding records</p> <p>Recruitment files</p> <p>Behaviour monitoring Lesson observations</p>

	<p>competence is a component of all pastoral and curriculum delivery.</p> <p>Protective ethos in place where children are 'listened to.'</p> <p>Promotion of Fundamental British Values through and challenge discrimination and extremist ideas are built into the pastoral and curriculum systems.</p> <p>School staff and pupils are involved in a range of community cohesion activities.</p>	<p>cohesion, all of which reduce risk.</p> <p>Promotes a whole school culture of vigilance</p> <p>Actively promoting diversity competence and challenging all kinds of inappropriate, discriminatory and emerging extremist views, values and behaviours reduces the risk and promotes greater tolerance and respect.</p> <p>Promotes community cohesion and inclusion and reduces risk.</p>	<p>All staff, parents and pupils</p>	<p>Safeguarding records</p> <p>Behaviour monitoring Lesson observations</p>
<b>Duty</b>	<b>Actions</b>	<b>Impact</b>	<b>Lead</b>	<b>Evidence</b>
3. Train staff to recognise radicalisation and extremism	<p>ALL staff and Governors receive Prevent training</p> <p>Integrate Prevent Training into Basic Safeguarding training.</p> <p>Ensure staff are aware of the Whistle Blowing Policy and procedures.</p>	<p>All staff trained to recognise and respond to risks appropriately</p> <p>Promoting Prevent agenda and duty within school, increasing awareness and reducing risk</p> <p>Places Prevent at heart of safeguarding agenda and promotes a whole school culture of vigilance</p>	Safeguarding Lead	<p>Training records and materials</p> <p>Safeguarding Report to Governors and minutes of meetings</p>
4. Refer vulnerable pupils	<p>Any member of staff can refer Prevent related concerns via usual safeguarding procedure to the Safeguarding Lead</p> <p>Safeguarding Lead makes referrals</p>	<p>Risks are identified, responded to and reduced</p> <p>Support is identified to prevent</p>	<p>All staff</p> <p>Safeguarding Lead</p>	<p>Safeguarding files</p> <p>Annual Safeguarding Report to Governors and Governor meeting minutes</p>

	to Local Authority Multi Agency Support Hub, using the normal safeguarding referral route and marking as Prevent.	radicalisation.		
5. Manage access to extremist material on IT systems	<p>E-safety is taught to all children at an age appropriate level.</p> <p>Access to web based materials is tightly controlled and filtering is in place.</p> <p>There are adequate reporting systems in place for inappropriate materials</p>	<p>Children know how to keep themselves safe on line.</p> <p>Controlling access and embedding e-safety reduces risk</p> <p>Risks are identified and addressed at the earliest opportunity Reduces risk by creating a whole school culture of vigilance</p>	<p>All staff</p> <p>All pupils</p>	<p>Acceptable Use policy</p> <p>Work scrutiny</p> <p>Reports of unacceptable behaviour or material</p>
6. Manage extremist speakers and events organised externally but held on school sites	<p>Lettings Policy states that the school premises are not to be used for political events, including use by extremist groups or speakers.</p> <p>Research organisations before agreeing letting. Request safeguarding and prevent policy from the organisation letting the premises.</p>	<p>Reduces the risk of school community coming into contact with extremist material.</p>	<p>Senior Leadership Team</p> <p>Site manager</p> <p>Finance Manager</p>	<p>Lettings Policy</p> <p>Lettings agreement</p> <p>Copies of policy documents</p>