

Duty	What it means	Action
The values and ethos of the school promote resilience against extremist The school values clearly set out our commitment to British values.	Strong focus on our values and our attributes	Values include a commitment to tolerance, diversity and mutual respect (part of DEI project)
	The school has identified a Prevent Lead Mrs. N Reilly	All staff know who the Prevent Lead is and that this person acts as a source of advice and support. Clear awareness of roles and responsibilities regarding PREVENT exist across the school. Further training is available for staff on PREVENT and local aspects of extremism Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school.
Governors carry out their role to monitor the school's Prevent strategy effectively.	Governors have a good understanding of their duty	Governors have read our child protection policy and Keeping Children Safe in Education (2023). SSSCPD provides additional training for governors on roles and expectations. We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty.
Staff Training	Staff can demonstrate a general understanding of the risks affecting children and young people Inclusion team assess the risk of children being drawn into terrorism	Concerns are reported to the Prevent Leader All staff attended Safeguarding Training September 2025 All staff have read "Keeping Children Safe in Education", Sep 2025 The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty Guidance" (DfE, December 2023). All staff have completed the online Prevent Training October 2025 SSSCPD Record are held of any referrals with an audit trail being maintained All new staff to receive training on prevent during induction process.

.	Staff can identify individual children who may be at risk of radicalisation and how to support them	The Prevent Lead has informed staff about signs and indicators of radicalisation There is a clear procedure in place for protecting children at risk of radicalisation. 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 – Inclusion referral form and CPOMS
Risk	Low	
Speaker and Events		

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/meet prior to event Research the person/organisation to establish whether they have demonstrated extreme views/actions. Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups. Visitors are made aware of the person for who concerns are to be reported.
Risk	Low	
Working in Partnership		
The school is using existing local partnership arrangements	Staff record and report concerns in line with safeguarding policy and procedures	Member of the safeguarding team attends the Education and safeguarding subcommittee for Solihull and regular DSL network meetings with other DSLs and the local police to discuss extremism and other topics linked Advice and training is sought from Solihull LA School leaders stay up to date with local developments and risks. The school is in regular communication with local police (PCSO)
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally	The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH)	Records of referrals are kept on CPOMS Referrals are followed up appropriately (and challenged if necessary). DSL knows the process to contact other agencies and expedite concerns about extremism. All concerns regarding extremism are reported to CTU GATEWAY@westmidlands.police.uk or for advice contact Force Intelligence Bure (FIB) 101 (west midlands) Ex 822 5801 Records of referrals are kept, and referrals are followed up appropriately.

	Vulnerable places (hotspots for crime/exploitation/gang activity) Meriden Park and McDonalds are both hotspots within Chelmsley Wood for crime and exploitation	Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about areas of the community that of concern for exploitation and gang related activity. Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable.
Risk	Medium	
IT Policies		

Ensure that children are safe from terrorist and extremist material when accessing the internet in schools.	The school has policies in place which make reference to the "Prevent" duty.	Online safety policy Acceptable use policy Preventing bullying policy Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, SENSO and Firewall for example: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • Lightspeed filtering and monitoring system is in place with summary fed back to Headteacher and MAT IT lead School email accounts are monitored by IT staff / headteacher The ICT network has appropriate filters which block sites which are deemed to be inappropriate School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. Breaches in GDPR are referred to the data controller for review and recommendations PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns. Regular monitoring of Securus filtering system
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	Children are taught about on-line safety with specific reference	The curriculum reflects this duty. to the risk of radicalisation Online safety team. With teachers in each phase representing the school, DSL, ICT leads. The team meets half termly. CPOMs online safety reports analysed and acted upon – curriculum adapted as needed IT – STOP boxes throughout school for children to report any concerns
Risk	Low	
Building Children’s resilience to radicalisation		
Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.	Through PSHE/RSE 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/
The curriculum promotes British Values and a culture of equality	Clearly identified opportunities to promote British Values and challenge extremist ideologies	Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum (incl. Jigsaw curriculum) Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peer

	Our Single Equality Scheme and Accessibility Plan is in place and understood by staff and others who regularly work in school.	Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. school Assemblies across all key stages address inclusion, cohesion and diversity. Displays and other literature available in school reflects and encourages diversity and community cohesion. Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying Inappropriate behaviour, language• and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders. Reflection /assemblies
Risk	Low	