# Prevent Action Plan Statement of Purpose

At Leamington, our Prevent Action Plan outlines our strategic approach to fulfilling the statutory duty to safeguard children from the risk of radicalisation and extremism. This duty is set out under Section 26 of the Counter-Terrorism and Security Act 2015, which requires all schools to have "due regard to the need to prevent people from being drawn into terrorism."

The Prevent Duty is not a standalone initiative but a vital component of our whole-school safeguarding framework. It is interwoven into our Child Protection Policy, ensuring that staff are equipped to identify and respond to concerns about radicalisation in the same way they would any other safeguarding issue. This integration reflects the guidance provided in Keeping Children Safe in Education (2025) and Working Together to Safeguard Children, which emphasise the importance of early intervention and multi-agency collaboration.

Our approach is underpinned by a commitment to promoting tolerance, respect, and resilience among children, preparing them for life in modern Britain. Through robust policies, staff training, and curriculum planning, we aim to create a safe and inclusive environment where all children are protected from extremist influences and empowered to make informed, respectful choices.

## Leamington Primary Academy– Prevent Action Plan 2025-26

Under the Prevent Duty, all specified bodies, including schools, colleges and universities are required, in the exercise of their functions, to have 'due regard for the need to prevent people being drawn t terrorism'. The legislation sets out that schools must assess the risk of children being drawn into terrorism, and that this assessment should be based on 'an understanding, shared with partners, of the potential risk in the local area'.

| Duty | What this means | Action | Who |
|---|---|---|---|
| Assess the risk of children being drawn into terrorism and follow appropriate procedures. | Staff can demonstrate a general understanding of the risks affecting children and young people | All staff have read Keeping Children Safe in Education 2025<br>The Prevent Lead has informed staff of their duties as set out in The Prevent Duty (DfE) | All Staff<br><br>DSL |
| | 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 | DSL |
| | There is a clear procedure in place for protecting children at risk of radicalisation | All staff have read the Safeguarding policy which includes an annex regarding the school's ''Prevent'' duty<br>All staff understand how to record and report concerns regarding the risk of radicalisation | All staff |
| | The school has identified a Prevent Lead | All staff know who the Prevent lead is and that this person acts as a source of advice an d support. **The Prevent Lead is Kaye Burnett** | All staff |
| | The school exercises ''due diligence'' in relation to requests from external speakers and organisations using school premises | Research the person/organisation to establish whether they have demonstrated extre me views/actions<br>Deny permission for people/organisations to use school premises if they have links to extremist groups or movements<br>Provide justification for their decisions in writing<br>Ensure staff remain with all the outside providers when working with children | DSL |

| | | | |
|---|---|---|---|
| Pupil Voice and Curriculum Integration | The school understands how to support children to understand Prevent risks and these risks are embedded through the Leamington's approach to Personal Development and wider school. | Protected characteristics woven through the whole school curriculum<br>Key assemblies have a Protected Characteristics focus and a British Values focus<br>Children are encouraged to actively participate in these lessons and assemblies to support schools understanding of the risks they face and their learning<br>Opportunities are provided to children through school council, culture week, our PSHE curriculum and through strong relationships with staff to talk about any concerns that they may need to raise in relation to Prevent | Led by DSL Team<br><br>All Staff |
| | The school online safety approach enables children to remain safe online, identifying key risks. | Online safety focus through scenario based situations at the beginning of every computing session across school<br>School is responsive to situations and will carry out contextual based sessions if a situation occurs. | HT<br>DSL Team<br>Computing Lead |
| The school is using existing local partnerships arrangements in exercising its prevent duty. | Staff record and report concerns in line with existing policies and procedures | All staff record and report concerns on the CPOMs system. This is then reveiewed and responded to by a DSL or the Headteacher. Detailed responses are collated on the CPOMs system so that information is stored securely and managed in a timely manner. | All staff |
| | The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel | Records are given to the DSL to be stored on the CPOMs system<br><br>Referrals are followed up appropriately | DSL/ Prevent lead |
| **Stakeholder Training** | | | |
| Equip staff to identify children at risk of being drawn into terrorism and to challenge extreme ideas. | Assess the training needs of staff in the light of school's assessment of the risk to pupils at the school being drawn into terrorism | As a minimum the school should:<br>• All staff carry out Prevent Awareness Training.<br>• Ensure that the designated Safeguarding Lead and deputies are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. | DSL/ Prevent Lead |
| Governor Accountability and Oversight | Governors' active involvement ensures strategic accountability for Prevent implementation. Their oversight strengthens safeguarding culture, supports staff confidence in identifying and reporting concerns, and ensures policies and curriculum reflect current risks and statutory guidance. | Governors receive appropriate safeguarding training, including Prevent, and provide strategic oversight by monitoring policy implementation, staff training, referral processes, and curriculum integration.<br>A designated Safeguarding Governor ensures Prevent remains a standing item in governor reports and visits. | Governors<br><br>Prevent Lead |
| **IT Policies** | | | |
| Ensure that children are safe from terrorist and extremist material | The school has policies in place which make reference to the ''Prevent'' Duty | Renewal of eSafety, Acceptable use policy and AntiBullying policy to contain specific reference | All Staff |
| | Children are taught about online safety with specific reference to the risk of radicalisation | The curriculum reflects this duty. | All Staff |

| | | | |
|---|---|---|---|
| when accessing the internet in school | | | |
| 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'' | Pupils are taught about the diverse national, regional and ethnic identities in the UK an d the need for mutual respect.<br>Relevant staff are aware of the government guidance:<br>Guidance on promoting British values in schools published - GOV.UK | All staff |

* This action plan is reviewed annually by the Prevent Lead (Headteacher). The next planned review is September 2026.

**The Referral Process – Nottinghamshire**

To make a referral to Nottinghamshire Prevent Team, please follow the following link: Refer someone to the Prevent Team | Nottinghamshire Police

