

Further support and guidance to help you meet these requirements can be found in the second tab of this spreadsheet 'Further_support_links' found at the bottom of the page

<u>Requirement 1 - Leadership and Management</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
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). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	2	All school leaders and directors have had PREVENT training. LM is the nominated PREVENT lead and understands how to implement the Prevent duty. Toolkit webinar training attended as well as National College training too. Action: Ensure new Safeguarding director has completed PREVENT training.
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. The identified Lead works with key stakeholders to communicate the Prevent strategy.	2	The PREVENT lead is a member of SLT, they are also the Safeguarding lead. The team she line manages are aware of the PREVENT duty and how to make a referral. Local lead is Ashley Sparks who we can contact for support. Prevent lead attends Trust Safeguarding meetings with other Safeguarding/Prevent leads.Action: Prevent lead to attend further online webinars available from DfE.
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.	2	Leaders are aware that current threat level is substantial. Leaders and DSLs are aware of potential risks in the local area. Face to face training completed January 2022.
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	2	Trust wide policies relating to the PREVENT duty and radicalisation which are reviewed by the Trust CEO and directors. Action: Check review date for this policy in line with new DfE toolkit/handbook.
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	1	The staff code of conduct promotes British values. This document was shared with all staff in September 2022. We operate according to the rule of law in a consistent manner and remain compliant with our statutory responsibilities. Tolerance, respect and individual liberty are promoted through assemblies, teaching and learning and our curriculum documentation. Oversight of this is completed by the Board of Directors who remain committed to the promotion of these values in the discharge of their duties.Action: British Values audit to be completed with PD lead and Prevent lead.
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	2	DSL posters around school site advertise to children who they can speak to if they have a concern. All contact information for DSLs is available on our school website. Parent surveys/pupil voice is collated regularly.
<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.	1	Prevent risk assessment reviewed in November 2022 as new toolkit was released with further support/information. Template taken from Anchored Schools website as recommended during an independent Safeguarding audit
There is a clear escalation policy about the appropriate time to call the police.	3	LM shared information with DSLs and SLT in 2020 about when to call the police. Action: LM to reshare this guidance/refresh staff understanding.
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	3	The local context of the school is outlined in the school AIP. Action: Add the current threat level to the AIP.
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	2	The current threat level is regularly reviewed in line with our Prevent risk assessment. SLT will make decisions about local, national and international events which may need to be shared/discussed with pupils.
<u>Requirement 3 - Working in Partnership</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>

The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	2	A Prevent risk assessment is in place, face to face Prevent training was completed by all staff in January 2022. DSLs know the processes for working alongside Northamptonshire Children's Trust and how to escalate concerns. We have contacts with our local Prevent lead (Ashley Sparks).
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.	2	Prevent Lead has attended DfE toolkit training and recent National College training. She is responsible for updating the competition/review of the Prevent risk assessment. Action: Prevent lead to access further new DfE webinars recently available.
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.	1	Separate radicalisation/extremism policy for the Trust which links with the Trust CP policy. All DSLs are aware of how to access information about PREVENT and who the lead is. They work as a team to make referrals to Prevent when necessary/appropriate.
<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.	2	Face to face Prevent training for all staff in January 2022. Training for 2023 will be online via the National College. Face to face training will take place again in 2024. Monthly Safeguarding briefings are sent to staff with Prevent updates.
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	3	New staff induction programme includes certificate in Safeguarding and certificate in online safety through National College. Action: Ensure face to face training highlights Prevent requirements in CP policy.
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.	2	Feedback from Anchored Schools identified the need for a rolling programme of CPD. This has been taken on board and Safeguarding training has been mapped out over a 2 year programme. All training is evaluated on Bluesky by staff that attend.
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	2	A member of SLT who has had safer recruitment training will always be present for interviews. The Trust manage applications and ensure all relevant checks are carried out under guidance from the CEO and directors.
<u>Requirement 5 – Online Safety</u>	<u>Score 1 to 4</u>	<u>Evidence & actions arising from assessment</u>
Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	2	All key staff have had a copy of KCSIE 2022 and signed to say they have read and understood the contents.
Staff 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.	1	All staff complete National College certificate in online safety as part of their induction package. Updates are shared in monthly Safeguarding briefings. Training for staff is mapped out as part of the rolling CPD for all staff. All existing staff complete Online Safety training between Jan-April 2022.

<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>	2	The school uses Smoothwall which has been tested/deemed fit as a filtering/monitoring provider by the Safer Internet Centre. Action: Smoothwall training for all DSLs booked for December 6th.
<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>	2	Online safety is continually reflected in the Trust CP policy and other relevant policies. These are available to parents on our Trust/school website.
<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>	2	An Oakway Academy online safety newsletter is sent out biannually. The Trust online safety newsletter is also shared with families. Parent workshops with local online lead (Simon Aston) is booked for March 2023.
<p>Curriculum and learning (1/2)</p> <p>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>	2	Online safety is mapped out within our PD and Computing curriculum documents in line with current guidance.
<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>	2	Online Safety is taught yearly to each year group in an age appropriate way and suitable to their needs at each stage of development.
Requirement 6 – Safeguarding School Premises	Score 1 to 4	Evidence & actions arising from assessment
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	3	There is a clear policy for guest speakers but this policy is in need of review and needs to be
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	1	External lettings are agreed with the business manager and a contract put into place. These are limited to out of school hours when students are not in school/in classrooms.
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	1	'Stay inside' alarm posters are around school site and this was practised by all staff/students in October 2022. We have regularly fire alarm practises/tests and procedures are displayed around school site.
Requirement 7 – Building children's resilience to radicalisation	Score 1 to 4	Evidence & actions arising from assessment
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.	3	The behaviour for learning policy sets high expectations for behaviour of pupils. The trust code of conduct is shared with all staff annually and outlines high expectations for staff behaviour. British Values are embedded around school site/on display and woven into our assembly overview. A British Values audit is due to be completed in December 2022 with Prevent lead/PD lead to identify further areas for improvement.
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	2	Pupils have the opportunity to take part in leadership roles around school e.g. school council, sports leaders etc. The restorative approach to resolving issues is embedded in our behaviour for learning policy. A specific plan for oracy has been outlined by the Principal and demonstrates how students can engage in effective communication with others.
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making.	2	Pupils are given a safe environment to discuss challenging and controversial issues. Through the PD One Direction scheme of week children have the opportunity to talk about what decisions they would make in different scenarios and why. Pupils have the opportunity to take part in decision making through the school council, anti-bullying ambassadors and other leader areas.
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.	2	The PD and Computing curriculum help children to recognise risks online and offline e.g. fake news, scams etc. A survey is sent to all pupils annually about their online safety and they can identify areas they would like to know/learn more about.