



# Priestsic Primary and Nursery School

## Prevent Action Plan

**2025-2026**

Priestsic Primary and Nursery School 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 terrorism.

| Duty<br>Risk Assessment                                | What this means  | Action  | By whom  |
|--|--|---|--|
| Assess the risk of children being drawn into terrorism | Staff can demonstrate a general understanding of the risks affecting children and young people.      | <ul style="list-style-type: none"> <li>• All staff have read at least part one of 'Keeping Children Safe in Education' September 2025</li> <li>• The Prevent Lead has informed staff of their duties as set out in 'The Prevent Duty' (DFE June 2023).</li> </ul> | <p><b>All staff</b></p> <p><b>Prevent Lead</b></p> |
|  | Staff can identify individual children who may be at risk of radicalisation and how to support them. | <ul style="list-style-type: none"> <li>• The Prevent Lead has informed staff about signs and indicators of radicalisation.</li> </ul>   | <p><b>Prevent Lead</b></p>                         |
|  | There is a clear procedure in place for protecting children at risk of radicalisation.               | <ul style="list-style-type: none"> <li>• All staff have read the schools safeguarding policy which includes a statement regarding the school's Prevent Duty.</li> <li>• All staff understand how to record and report concerns</li> </ul>                         | <p><b>All staff</b></p> <p><b>All staff</b></p>    |

|  |   |  |                     |
|--|---|--|---------------------|
|  |   | regarding the risk of radicalisation.  |                     |
|  | The school has identified a Prevent Lead  | <ul style="list-style-type: none"> <li>All staff know who the Prevent Lead is and that this person acts as a source of advices and support. The Headteachers are the Prevent Leads</li> </ul>  | <b>All staff</b>    |
| Prohibit extremist speakers and events in the school | The school exercises due diligence in relation to requests form external speakers and organisations using school premises | <ul style="list-style-type: none"> <li>Request an outline of what the speaker intends to cover.</li> <li>Research the person/organisation to establish whether they have demonstrated extreme views/actions.</li> <li>Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.</li> <li>Provide justification for their decisions in writing.</li> </ul> | <b>Prevent Lead</b> |

|                                       |                        |               |                |
|---------------------------------------|------------------------|---------------|----------------|
| <b>Duty</b><br>Working in Partnership | <b>What this means</b> | <b>Action</b> | <b>By whom</b> |
|---------------------------------------|------------------------|---------------|----------------|



| <b>Duty<br/>IT Polices</b>   | <b>What this means</b>  | <b>Action</b>  | <b>By whom</b>                                      |
|--|---|--|---|
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | The school has polices in place which make reference to the 'Prevent Duty'.                     | <ul style="list-style-type: none"> <li>A range of school polices linked to the Prevent Duty are available on the school website for parents/carers.</li> </ul> | <b>Prevent Lead</b>                                 |
|  | Children are taught about on-line safety with specific reference to the risk of radicalisation. | <ul style="list-style-type: none"> <li>The curriculum reflects this duty.</li> </ul>   | <b>Prevent Lead<br/>Subject Leads<br/>All staff</b> |

| <b>Duty<br/>Building children's resilience to radicalisation</b>                         | <b>What this means</b>   | <b>Action</b>   | <b>By whom</b>   |
|--|--|---|--|
| Ensure that pupils have a "safe environment" in which to discuss "controversial issues". | Pupils develop the "knowledges, skills and understanding to prepare them to play and full can active part in society". | <ul style="list-style-type: none"> <li>Through PSHE/Citizenship and other curriculum activities, pupils are able to explore political, religious and social issues.</li> <li>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</li> <li>Relevant staff are aware of the government guidance.</li> <li><a href="https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-school-published">https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-school-published</a></li> </ul> | <b>PSHE Lead<br/>Curriculum Lead<br/>Subject Leads<br/>Prevent Lead<br/>Other relevant staff</b> |