

# PREVENTING RADICALISATION

## Self Evaluation Action Plan

### **The Three Schools**

Swanbourne CE School

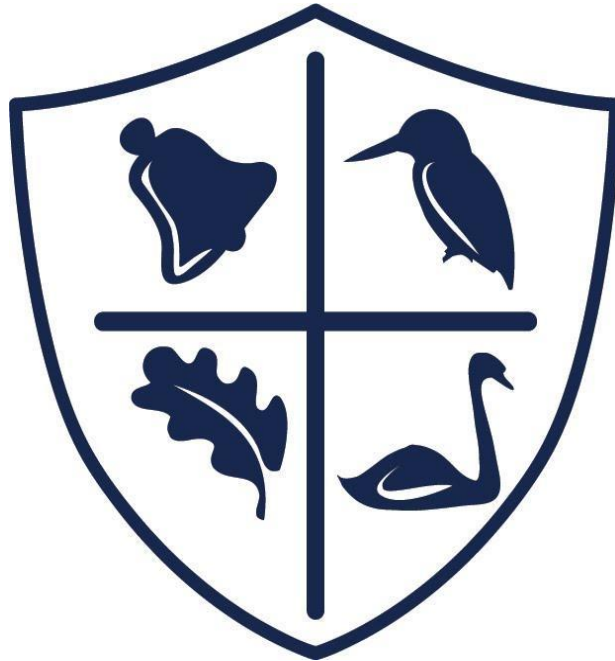
Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)

(Copies of this policy are available for staff, parents, visitors and  
volunteers on request from the school office)



Date of review:

**September 2024**

Date of next review:

**September 2025**

AIMS	ACTIONS
<p><b>An ethos which upholds core values of shared responsibility and well-being for all pupils and promotes respect, equalities and understanding.</b></p>	<ul style="list-style-type: none"> <li>• Shared responsibility for pupils' wellbeing is central to our approach and all staff understand that we must be vigilant in noticing and reporting any concerns.</li> <li>• Staff recognise that 'it could happen here' and are proactive in safeguarding children.</li> <li>• Educate and Celebrate agenda underpins our school ethos and constant messages of respect, equality and understanding are promoted.</li> <li>• Participation in all aspects of the curriculum is promoted by providing relevant information to parents/carers as appropriate/required.</li> <li>• Opportunities which promote diversity and shared values between and within communities are continually explored and developed.</li> <li>• Training provided for all staff to develop a common approach to challenging prejudices or extreme behaviour.</li> <li>• All staff have carried out the PREVENT online e-learning module and all DSLs and Deputy DSLs have carried out the PREVENT Referrals online e-learning module - All renew training every 2 years, as per guidance.</li> <li>• School environment reflects the school stance on celebrating diversity and tackling anti-discrimination e.g. through the use of posters and display.</li> <li>• Induction and selection procedures for parents, staff and children include questions/information related to The Three Schools' values.</li> <li>• Freedom of speech is modelled through school Council nominations.</li> <li>• Opportunities for leaders in key areas related to safeguarding to share information and updates with all staff on a regular basis.</li> <li>• Staff are clearly signposted to areas of support and guidance.</li> <li>• Continue to explore opportunities which promote diversity and shared values between and within communities i.e. Charity fundraising, Young Leaders (KS1 and KS2), CAT teams (KS1 and KS2) and JLT (KS2)</li> </ul>
<p><b>A curriculum and pedagogy which promote the knowledge, skills and understanding to build the resilience of pupils, safeguard them from extremism, promote community cohesion and explore controversial issues.</b></p>	<p><b>Key Strengths:</b></p> <p>Our curriculum includes elements of local history and diversity and celebrates the rich past to identify and report any signs of radicalisation and to safeguard children from extremism.</p> <ul style="list-style-type: none"> <li>• Parental understanding of the curriculum has been strengthened through weekly National Online Safety Guides in School Newsletter.</li> <li>• Quality of display and curriculum work has been developed in order to showcase range of diversity that is developed through the curriculum approaches.</li> <li>• Collective Worship and Assemblies are planned throughout the school year, e.g. Black History Month and are linked to The Three Schools Values of Love, Honesty, Forgiveness and Respect.</li> <li>• Weekly celebration Assemblies and daily Collective worship address current issues through work with MKBBT, Rev Yvonne or delivered by staff and SLT.</li> <li>• The Three Schools have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences i.e. Show Racism the Red Card, British Values Assemblies, CAT, Young Leaders and JLT.</li> <li>• Processes and procedures are in place to ensure children use the internet responsibly i.e. Safer internet week held annually, focus on safety, regular discussion of online safety and issues relating to cyberbullying and radicalisation through KAPOW Computing curriculum and PSHE Association and KAPOW PSHE curriculum.</li> <li>• Strengthen teaching of locally agreed syllabus for RE (ODBE) by working with range of other providers to ensure CPD for staff.</li> <li>• Develop the E-Safety approach within the school and update as new technology becomes available.</li> </ul>

<p><b>Risks around extremism are understood and staff feel confident to take preventative and responsive action to address safeguarding issues, working with partner professionals, families and communities</b></p>	<p><b>Key Strengths:</b></p> <ul style="list-style-type: none"> <li>• All staff are vigilant in addressing safeguarding issues and report and record concerns in line with existing policies and procedures.</li> <li>• Staff are well trained in dealing with extreme or inappropriate behaviour (see Leadership and Values).</li> <li>• All staff have carried out the PREVENT online e-learning module and can identify risks around extremism</li> <li>• Relevant personnel have updated safeguarding training as it becomes available/is necessary.</li> <li>• Staff are signposted to appropriate agencies, websites and other materials to support their own understanding of local safeguarding issues.</li> <li>• Staff are updated with outcomes of serious case reviews and other significant information related to safeguarding.</li> <li>• Children are reminded of steps they can take to keep themselves safe, e.g. by incorporating key messages in to assemblies.</li> <li>• Safeguarding procedures are publicised frequently to parents in order to ensure they know what they can do/who they can contact if they are concerned about behaviour of other adults/children.</li> <li>• Local briefings/network meetings and huddles are attended regularly in order to further develop our own understanding of local issues.</li> <li>• Wider staff knowledge of agencies which support our processes has been strengthened, e.g. Early Help, PREVENT and KCSiE 2024</li> <li>• All key staff show understanding of risks affecting children and how to support individual children who may be at risk i.e. all staff have read "Keeping Children Safe in Education 2024" and shown their K&amp;U through completion of a quiz on Safeguarding Network annual training.</li> <li>• Proactively engage in Local Authority safeguarding reviews such as the Annual Safeguarding Audit and Report to Governors in order to ensure the best possible support for pupils.</li> <li>• Staff are updated with outcomes of serious case reviews and other significant information related to safeguarding.</li> <li>• Safeguarding procedures are publicised frequently to parents in order to ensure they know what they can do/who they can contact if they are concerned about behaviour of other adults/children.</li> </ul> <p>Risks around extremism are understood and monitored in order to deal appropriately with issues that arise.</p> <p>Compliance with all audit regulations regarding the recruitment, selection and vetting of all staff and visitors has been ensured.</p> <ul style="list-style-type: none"> <li>• SCR is monitored half termly by Safeguarding Governor with spot checks carried out and appropriate records maintained by all 3 offices working collaboratively.</li> <li>• DBS checks are in place for all governors and staff.</li> <li>• All incidents of discrimination and assaults are reported to the Governing Body at least three times per year through the Head Teacher Report.</li> <li>• School website is regularly updated with information related to safeguarding, e.g. e-safety information.</li> <li>• Important local news/safeguarding news is highlighted through the school adopted media, e.g. National Online Safety Guides, CAPSAR updates from NSPCC and direct email/updates during weekly staff meetings.</li> <li>• Schools are not used for lettings - Therefore there is no need for use of premises is agreed by the HT and/or the Site, Premises &amp; Safeguarding Committee prior to the event.</li> </ul>
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