

Prevent Policy

Risk Assessment and Action Plan

What is Prevent?

Prevent is part of the UK's counter terrorism strategy preventing people from becoming radicalised, involved in terrorism or supporting terrorism. It is the only aspect of the counter-terrorism strategy that operates before a crime has been committed. Prevent aims to identify children, young people and families at risk and to assess and reduce that risk. It includes non-terrorist forms of radicalisation including a range of extremist beliefs. It is part of the safeguarding agenda and links to our understanding of respecting and upholding British Values.

What is the Prevent duty?

HM Government Prevent Duty guidance states the following: 'From 1 July 2015 all school are subject to a duty under section 26 of the Counter Terrorism and Security Act 201 - to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.' School recognises its duty to implement procedures to fulfil its duties under Prevent. Prevent is part of the school's wider responsibility for Safeguarding and Child Protection. The Headteacher tasked the designated Safeguarding Lead as the person responsible for implementing the Prevent duty within the school.

These duties are:

1. Risk Assessment – see Risk Assessment at Appendix 2.

- Assess the general level of risk, depending on geographical area or intake, of pupils being subject to radicalisation or drawn into terrorism/extremist activity.
- Put in place means to identify individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.

2. Policies and Procedures

- Update safeguarding policies and procedures to identify children at risk of radicalisation and protect them. Such policies to include:
 - indicators of susceptibility (Channel Duty Guidance Annex C);
 - when it is appropriate to make a referral, whether to Children's Services in the normal way or to make a referral to the Channel programme;
 - protocols to ensure that visitors, whether invited by staff or pupils, are suitably supervised;
 - procedures when a child goes missing;
 - a single point of contact to oversee and coordinate the school's implementation of the Prevent duty.

3. Training

- Provide training to staff on the Prevent duty. *See Appendix 1 for general information given to staff.*
- The DSL and Deputy DSLs have all undertaken the online Prevent training (<https://www.elearning.prevent.homeoffice.gov.uk/>) in order to advise and train staff. The update training for 2025/26 has also been completed.
- All staff at School have received Prevent training within the last two years.
- Contextual issues are covered within bitesize training during reactive training sessions.

4. Building Resilience to Radicalisation

- In part through the existing duty to promote fundamental British values, SMSC and School Values (Respect, Team Work, Resilience).
- Through the PSHE curriculum teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary.
- Through explicit teaching of online safety and recognition of risk when online.
- Through the citizenship, religious education, life skill and other relevant subject areas with focus on democracy, diversity, mutual respect and managing debate of political issues in a non-partisan manner.
- Through reactive sessions, assemblies, training and 1:1 or small group therapy work.

5. Online Safety Policies and Training

- Ensure that children are safe from terrorist and extremist material when accessing the internet in school.
- Check filters and revise ICT acceptable use policies.
- Workshop sessions delivered by Northumbria Police focusing upon Grooming, Sextortion, Keeping Safe online and sharing of images are being completed across the year.
- Equip (ie training) children to stay safe online, both in school and outside of school.
- Ensure school staff are aware of the risks posed by online activity of extremist and terrorist groups through training.
- Ensure parents have been provided with adequate information and/or training to support pupils staying safe away from school through training and drop in sessions.
- Ensure Governors are involved in the checking and management of policies and procedures.

6. Working in Partnership

- Liaise with Local Authority Prevent teams to establish what advice and support they can provide and for their assessment of general levels of risk within the local area.
- Close relationship with North Tyneside and Newcastle LA for contextual information within the school area and for training updates.
- Close links with local schools and local authority groups to support communication and training opportunities.

The following links are to the above guidance:

<https://www.newcastle.gov.uk/services/communities-and-neighbourhoods/prevent-newcastle>

<https://www.northtynesidescp.org.uk/prevent-counter-terrorism/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

<https://www.gov.uk/government/publications/channel-guidance>

Guidance to Staff on Prevent Duty

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Behavioural indicators

The following are possible signs that someone is being radicalised or drawn into terrorism:

- Change in behaviour or appearance.
- Adopting styles of clothes associated with groups with whom they have had no previous contact;
- Becoming isolated from friends, peers or family members.
- Becoming involved with groups of pupils who have strong ideologies.
- Viewing websites which contain extremist ideologies or symbols.
- Attempting to recruit others to an extremist ideology or cause.
- Vocalising extremist ideologies or using extreme language.
- Questioning identity and sense of belonging.
- Glorifying current terrorist activity seen in the media.
- Displaying extreme behaviour related to ideology and/or religion.
- Requesting extended holidays to unsafe places or places not associated with the family.
- Possessing or discussing extremist material; and
- Family not being aware of absence.

Motivators for such behaviours could be wide ranging. Terrorism is very unlikely but not impossible. Whatever the reason for a pupil's behaviour, remember that young people can be susceptible and will benefit from our support. Please remember that the most important thing is to **do something**.

What do you do if you have a concern?

- At Percy Hedley School the Designated Safeguarding Lead is Rebecca Fletcher, she is also the Prevent Lead. The Deputy DSLs are Aylisha Holland, Corin Orr, Tracy Smithson, and Lizzie Lee, who can act as the Prevent Lead in her absence.
- Your concern could also be reported to John Steward, Headteacher.
- The concerns may result in a referral to the Multi-Agency Safeguarding Hub (MASH), who will carry out a risk-assessment and then pass the concern onto the Channel Programme if they deem it to meet the required threshold. Channel is a programme which focuses on providing appropriate support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Remember that anyone can make a referral, but in the majority of cases staff would consult with the DSL (Rebecca Fletcher) in the first instance, or a DDSL in her absence (Corin Orr, Aylisha Holland, Tracy Smithson, Lizzi Lee).

Appendix 2 - “Prevent” Risk Assessment and Action Plan

Percy Hedley 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	What this means	Action	When
Risk assessment			
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.	<p>All staff are aware of the KCSIE updates each year within the September training day provided by Clennell.</p> <p>All staff complete annual Prevent training through either the Newcastle Prevent Lead in person training or through the Online training module/ refresher from Gov.uk</p> <p>Safeguarding team have completed the Gov.uk training for Prevent, Prevent Referrals and Channel Panel, for DSL's, for early Years and for SEND.</p> <p>Safeguarding and CP policy to updated each September and at any</p>	<ul style="list-style-type: none"> Staff update completed within training day at the start of each school year. Refresher training completed each half term for staff new to the school. Quiz completed to check understanding of the training, if 100% is not scored refresher is completed. All new staff receive the Safeguarding the CP policy to read in induction, and the KCSIE. Prevent duty is included within the training for all staff, and refresher training during the year. Governors have completed the Prevent training within the last year. New governors to complete this – link to be sent. All staff are aware of the policy for reporting to the DSL – this is checked within audits from Clennell, SDP visits from North Tyneside and LA regulatory audit visits. 	<p>-Annually</p> <p>-Latest refresher completed Sept 2026</p> <p>-Checked within Probation meetings</p> <p>-Last in person training 20.6.25 with Gail Forbes Newcastle Prevent.</p> <p>-Completed with Governors Sept 2026</p> <p>-Clennell Safeguarding Audit June 2025, Sept 2026</p> <p>-Clennell Early Years safeguarding audit May 2026, Sept 2026</p> <p>- OFSTED visit Dec 2024</p> <p>-Sunderland Quality</p>

	<p>other reactional points during the year.</p> <p>2026/27 Update training completed by all DSL's following new laws and legislation.</p>		<p>Visit Feb 2026 -Newcastle LA quality visit June 2026</p>
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<p>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</p>	<p>The school has identified a DSL who takes responsibility for the Prevent Duty.</p> <p>The Safeguarding team have all completed the relevant trainings from Gov.uk</p> <p>The safeguarding team ensure that training is up to date for all staff, with support of the SBM.</p>	<ul style="list-style-type: none"> • All staff in school are trained on who the DSL team are, and know who to report to. • DSL team completed regular refresher updates with Clennell, new staff completed full DSL training. • DSL on duty is displayed within school outside the Hub. • DSL is responsible for the organisation of training and updates around the Prevent Duty. • DSL is responsible for the updates to policies and website information for the Prevent Duty. • DSL Updates parents weekly on current contextual safeguarding issues through the school blog and a separate online safety blog is issues each week. • Prevent update for parents completed as part of blog Sept 2026 	<p>Updated training and posters when new DSL team Sept 2026</p> <p>Refresher training completed each half term for new staff.</p> <p>Safeguarding training tracker monitored half termly with Safeguarding governor, SBM and DSL</p> <p>Policies and websites updated following training July 2025</p> <p>Blog completed weekly</p>
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<p>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.</p>	<p>DSL and safeguarding lead have links with LA Prevent Leads to understand contextual safeguarding for local areas and areas appropriate to the pupils.</p> <p>Prevent Lead held accountable by the Safeguarding governor.</p> <p>New contextual aims for area:</p> <ul style="list-style-type: none"> • Self initiated terrorism • Islamist terrorism • Extreme right wing terrorism • Online extremist 	<ul style="list-style-type: none"> • Safeguarding team attend contextual safeguarding network meetings in North Tyneside. • Strong links with Newcastle Prevent Lead for training and updates for Prevent and contextual safeguarding. • Contextual safeguarding group attended for Durham LEA. • Prevent links to all other relevant LEA's for geography of pupils. • Local police links to be further developed • Prevent duty guidance update announced for 2025 – all DSL's completed the briefing. • Update training for this year booked for DSL's, early Years and for SEND. 	<p>Newsletter received termly</p> <p>Online safety, Online platforms and incel training completed last year with the DFE. To be completed again this year by other members of the team.</p> <p>Prevent training for DSL's, SEND and Early Years to be completed over the year with the DFE.</p> <p>Governor training for safeguarding governor Sept 2026</p> <p>Newsletter received termly from Northumbria police and discussed with DSL as to relevant training needs.</p>
<p>The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.</p>	<p>School have clear systems for reporting and recording concerns reading risk of radicalisation, or susceptibility to extremist views. Prevent training is completed annually and for all new staff.</p> <p>DSL and team are aware of all</p>	<ul style="list-style-type: none"> • All staff are training on who to report to and how to report through CPOMs. • CPOMS training is completed as part of the induction process. • DSL's received regular updates through training, network groups and newsletters. 	<p>Training completed in September for all staff.</p> <p>Drop in sessions for support throughout the year.</p> <p>Training for new reporting in behavior</p>

	<p>updates from relevant LEA's.</p> <p>Updates to be completed on dates over the year by the DSL team.</p>	<ul style="list-style-type: none"> Safeguarding data and CPOMs are reviewed weekly by the DSL team, safeguarding governor and trustees. Data is reviewed termly by the foundation safeguarding board and a report is sent to governors and the trustees. 	<p>completed with all staff.</p>
<p>Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviour.</p>	<p>British Values is at the heart of our school values and key drivers.</p> <p>All staff and governors display behaviour appropriate to the standards expected and this is developed through the probation period, teachers standards and through the PDR meetings.</p>	<ul style="list-style-type: none"> School values of respect, teamwork and resilience are modelled at all times. Where low level concerns are reported about staff the management team work with staff to support attitudes and behavior. Pastoral leads provide coaching and support to staff and teams as needed. Formal process can be used to support this where necessary. 	<p>SMSC gold award achieved.</p> <p>Rights respecting school silver award achieved.</p> <p>LLC training completed September, policy updated and sent out within start of year packs and probation packs.</p> <p>Disciplinary and grievance policies updated March 2025</p>
<p>Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns</p>	<p>Pupils and parents are asked within the annual review views form if they feel safe in school. Parents are also asked at parental consultations during the year the five OFSTED questions.</p> <p>Student friendly and Symbol supported policies designed to support pupils with recognising the</p>	<ul style="list-style-type: none"> Area within the annual review paperwork for pupils and parents, where appropriate, to answer if they feel safe in school and who they can talk to. Parental consultations also focus on the five OFSTED questions, and this data is reviewed by the progress team. Recent whole school work on the updates to the DSL team and who to report to for different areas.. 	<p>New paperwork in place from March 2025</p> <p>Updates completed Feb 2026</p> <p>Polices updated Nov 2025</p> <p>DSL and attendance assemblies</p>

	<p>who they can talk to if they do not feel safe.</p> <p>Worry boxes within each pathway area to support problem solving if pupils do not feel safe.</p>	<ul style="list-style-type: none"> • New pupils friendly version of the Safeguarding and bullying policies created with support from the student council, these were updated for the website and for school use in May. • Worry boxes which are manned by the pathway leads are available for pupils. Work is needed on how to support those with limited or no written output to have a relevant access arrangement. • Stay Safe posters around school, and symbol supported 'Yes, No, Stop' posters in all personal care areas and relevant pathway areas. • Relevant assemblies and training are completed for all pupils as needed to support understanding or reactive issues. 	<p>completed Autumn 1</p> <p>Update to school plan for pupils to be completed Spring 1 with new school council</p> <p>Full safeguarding and early Years safeguarding audits due in September following successful completion last school year.</p>
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Working in Partnership			
<p>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.</p>	<p>School has relationships with the 13 LA's which our pupils travel from.</p> <p>School has strong links with Newcastle, North Tyneside and Durham LA's for contextual updates.</p> <p>Network meetings attended within relevant Safeguarding networks.</p> <p>Support from Clennell for risk assessment management, audits and ongoing training.</p> <p>Strong links with Police for staff and pupil training</p>	<ul style="list-style-type: none"> • DSL has links with relevant local authorities to gain contextual information pertinent to our pupils. • Strong links with both Newcastle Prevent lead Durham Contextual Group and North Tyneside Contextual Networking group. • Trainings attended by Safeguarding team. • Newsletters received on termly basis and reviewed by the Safeguarding group. • Foundations safeguarding group meets termly. • Clennell supports external auditing of the work being completed by the group, including support for risk assessments, training, supervision and advice. • Three training sessions with Northumbria Police across the year for pupils focusing upon online safety and grooming. 	<p>Newcastle Prevent in school 20.6.25</p> <p>Network meeting attended 18.6.26</p> <p>SEND DSL/ SEN/ Early Years/ Family support, behaviour and SEMH DSL Clennell networks attended in autumn term, spring term and summer term.</p> <p>Clennell audit completed Sept 2026, update meeting March 2027</p> <p>Early Years Audit completed Sept 26, Update meeting march 27.</p>
<p>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.</p>	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above 	<p>Updates to the risk assessment as needed.</p> <p>Reviewed by the safeguarding team half termly.</p>

<p>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.</p>	<p>The Prevent lead will make appropriate referrals to other agencies including the Multi Agency Safeguarding Hub (MASH) and the Channel Panel.</p> <p>Prevent lead will assess the training needs of staff throughout the school year to ensure all staff know how to report and who to report to, as well as recognising the signs of pupils being drawn into terrorism.</p>	<ul style="list-style-type: none"> • The Designated Safeguarding leads and Prevent lead have undertaken the Prevent Awareness Training, Prevent Reporting Training and the Channel Panel training from Gov.uk. • Training to be completed this year for DSL's, SEND and Early Years. • Safeguarding team are able to provide advice and support to all other members of staff to protect children from the risk of radicalization. • All staff have completed the online Prevent Training or In Personal training and are aware of who to report to and how. 	<p>Sept 2025</p> <p>Beginning Sept 2026</p> <p>Features in blog weekly as needed.</p> <p>PREVENT refresher completed week 2.</p>

Staff Training			
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.	<p>All staff are aware of the KCSIE updates each year within the September training day provided by Clennell.</p> <p>All staff complete annual Prevent training through either the Newcastle Prevent Lead in person training or through the Online training module/ refresher from Gov.uk</p>	<ul style="list-style-type: none"> Staff update completed within training day at the start of each school year. Refresher training completed each half term for staff new to the school. Prevent training is completed within refresher sessions throughout the year. 	Refresher training completed for September 2026
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	<p>New staff induction includes a KCSIE and Safeguarding update which covers Prevent and the how and who to report to.</p> <p>The CP and Safeguarding policy is included in the induction pack, this is read and discussed with probation managers.</p>	<ul style="list-style-type: none"> New staff inductions happen half termly to include all staff who join at different points throughout the year. Staff complete an induction process with their probation manager meeting within the first week to discuss the CP and Safeguarding policy and the KCSIE – prevent is included in this. All staff are made aware of reporting systems CPOMS within these meetings and get their login for this. 	<p>Most recent refresher for staff was Sept 2026</p> <p>Catering refresher Sept 2026</p> <p>Domiciliary staff refresher Sept 2026</p>
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	Several members of the senior management and middle management team have completed the formal Safer Recruitment Training, refreshers are completed	<ul style="list-style-type: none"> New Safer Recruitment training completed as needed through Clennell Safeguarding training trackers shows when refresher training is needed for all staff Refreshers completed as needed, SBM completes yearly. All interview panels attended by someone with up to date training. Admin staff completed training to support recruitment process. 	<p>Maintenance Staff Sept 2026</p> <p>Refreshers completed as needed throughout the year</p> <p>Early years training</p>

	frequently. SBM attends yearly.	<ul style="list-style-type: none"> Ensure Governors attending interview panels have Safer Recruitment training. 	completed and Early Years Audit in process Sept 2026
	Member of staff with safer recruitment training is on all interview panels.		
Online Safety			
Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	- The curriculum includes online safety within PSHE/RSE, as well as being explicitly taught within computing and life skills. - Leaders ensure all staff receive online safety training, a minimum of yearly, and within responsive areas e.g. Prevent, Incels etc. - Leaders have ensured there are effective monitoring and filtering in school to protect pupils from harmful material. - Leaders have tested the school filtering to assure themselves this is effective. -Safeguarding Governor Paul Cook works with DSI team to support understanding.	<ul style="list-style-type: none"> Staff are required to have an understanding of the online safety issues relevant to the pupils they are working with contextual safeguarding issues. They are required to be able to identify signs and how to report concerns. Staff are able to explain the way to report and who to report to. Audit monitoring of the filtering completed with safeguarding governor with DSL and Online Safety lead, finding to be reported to the safeguarding governor (report for governors meeting). Training for new KCSIE updates on online safety and filtering attended Nov 2025 Meeting held with IT team to ensure filtering processes and reporting is robust for the school year Sept 2026. Improvement to monitoring of the IPADS completed. 	Training completed annually and for responsive issues. Last training with Clennell Sept 2026 Oct 2026
Staff All staff receive appropriate online safety training (including cyber	Appropriate training is completed annually as part of the safeguarding training calendar. Appropriate contextual safeguarding training for online safety is completed for the different	<ul style="list-style-type: none"> Annual online safety training mandatory for all staff. Recapped within the safeguarding refresher. Contextual safeguarding for pathways completed annually e.g. incels, harmful sexual 	Annually (Sept 2026) As needed Within Spring term

awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	pathways in school. Appropriate responsible training is completed when issues arise within school or the news e.g. Andrew Tate, AI.	behavior, Misogyny, professional behaviors, sextortion. • Appropriate responsive training is completed throughout the year for staff and pupils.	Incels and extremist behaviors Spring 2026 AI training summer 2026
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.	Filtering and monitoring systems are in place. Alerts for inappropriate use are sent to the Headteacher and DSL for monitoring. Review completed in Spring 2026 by DSL and Safeguarding governor. Paul Cook, Safeguarding Governor supports the filtering process and evaluation.	<ul style="list-style-type: none"> Filtering and monitoring audit to be undertaken by DSL and Online Safety DDSL to ensure this is robust. Completed KCSIE update webinar March 2026 Monthly meeting with online safety lead to discuss updates. Quarterly meeting with IT team to ensure systems are robust. Half termly inhouse testing of all devices to be completed. Ensure updates to policy and usage. Ensure policy around visitor use of internet. Ensure understanding of the provider's submission to the UK Safer Internet Centre 	Oct 2026 Online safety policy update July 2026 Acceptable use policy update July 2026 BYOD policy created June 2026
Parental engagement 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.	Online Safety blog is updated weekly with National and contextual information for parents. Online safety blog is also reactive to current issues within school (games at Christmas, parental controls, Andrew Tate) Links to online training are added to the blog to allow for parents to complete relevant training for their	<ul style="list-style-type: none"> Online safety blog to continue to be published to the website on Fridays, links to this through the school blog and PTA blog. Reactive Online safety blogs to be completed as needed when issues are raised with the DSL and Online Safety team. Online safety team to keep up to date through relevant networks to provide up to date and accurate information to parents. Online safety training to be added to the blogs through the NSPCC and Online safety networks. 	Weekly As needed Throughout the year

	<p>children within their own time.</p> <p>Online safety lead completes meeting with parents as needed to support with online safety issues.</p>	<ul style="list-style-type: none"> Survey to be completed with parents to ensure that we are providing the right training and to see what else we could provide – collecting results currently Online safety leads to be present at first coffee afternoon in September to ensure that they are visible. Contact details on website. 	
<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>	<p>Online safety features throughout the curriculum.</p> <p>PSHE contains Online safety explicit teaching.</p> <p>Online safety features within all lessons which feature computer use.</p> <p>Safeguarding links within Teachers midterm planning.</p> <p>Pupils are explicitly taught how to share concerns.</p> <p>Information is signposted within boards around school.</p>	<ul style="list-style-type: none"> Curriculum plans clearly show the links to safeguarding and online safety, these are monitored throughout the year by SLT and Curriculum teams. Mapping of Online Safety within PSHE has been completed. Explicit teaching of Online safety evident within planning for Computing and PSHE. Signposting for online safety visible on boards around school Pupils understand the DSL team and who to report to – covered within recent NTC visit. Student friendly version of anti bullying policy includes online safety 	<p>Monitored Termly and evaluated</p> <p>September 2024, update sept 2026</p> <p>Monitored termly</p> <p>PSHE and PD monitored by OFSTED Dec 2024 - Outstanding</p> <p>Updated with student council Sept 2026</p>
<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</p>	<p>School values are explicitly taught and are signposted around school (Respect, Teamwork, Resilience).</p> <p>School awards and stars of the week aligned with the values.</p> <p>British Values taught throughout the curriculum.</p> <p>PSHE Online safety work is explicitly taught to the correct stage within pupils understanding.</p>	<ul style="list-style-type: none"> School values displays monitored within recent PSHE/ PD inspection from North Tyneside SIP Newcastle and Sunderland quality visits, and Ofsted Visit. Awards are voted for by staff for the relevant school values within the Summer term. Stars of the week for each pathway completed each Friday and presented within the blog. Stars of the week displayed on boards within 	<p>Fridays throughout the school year.</p> <p>Weekly</p>

<p>a respectful and tolerant way.</p>	<p>Pupils understanding assessed at all stages</p> <p>Discussion within school safety map showed that pupils have an understanding of how to feel safe within computing classes.</p> <p>Online safety is mapped throughout both the primary and secondary curriculum.</p>	<p>relevant departments.</p> <ul style="list-style-type: none"> • Explicit teaching of Online safety and British values within PSHE and pastoral times, as well as within computing lessons and relevant other lessons. • School safety map completed with student council Feb 2026, findings discussed with governors March 2026. Next safety map to be completed Spring term 2027. • Mapping of Online safety across the curriculum is being completed by the PD steering group. • Teaching of online safety objectives evident in the PSHE tracker for all pupils where appropriate. 	<p>Throughout the school year, evident in planning.</p> <p>Ongoing</p>
<p>Safeguarding School Premises</p>			
<p>The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p>	<p>School lanyard system is used for all visitors.</p> <p>Visitors who do not have a current DBS are always supervised within the school.</p> <p>Visitors are supported to understand Safeguarding within the school and know who to report an issue to.</p>	<ul style="list-style-type: none"> • Lanyard system used to ensure that all staff are aware of visitors within school and there need for supervision. • Students, where appropriate, are aware of the lanyard system to ensure their safety and to support with safeguarding within school. • Any staff member with a red lanyard must be accompanied at all times during the school day. • Sign in system supports us to know who is in school at all times. • Staff calendar of visitors supports the admin team and SBM to know who is on site at any times 	<ul style="list-style-type: none"> - Review of lanyard system completed annually. - Review of card privileges completed by central services annually – Oct 2026 - Safeguarding information provided to all visitors, reviewed with change of DSL team Oct 2026

There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	Outside agencies and groups are able to book the facilities within the sports academy and the swimming pool. They do not access the main school building.	<ul style="list-style-type: none"> Bookings are made through our central services and are screened in house by the team. Public liability insurance must be in place for the use of facilities. Risk assessments must be in place for any external use of the facilities. <p>Guest wifi must be asked for before visits to ensure that this is monitored, all guest speakers must follow the guest speaker policies.</p>	<p>As needed</p> <p>Tracker in place with access from central services, RF and AH</p>
<p>The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.</p> <p>School will work to comply with Martyns Law.</p>	<p>School has an effective evacuation policy and procedures for all pupils, this is tested half termly.</p> <p>Pupils where necessary have a PEEP in place to support evacuation.</p> <p>Appropriate warden training is completed through ROSE Training Solutions.</p> <p>Recent policy work has begun on invacuation procedures with Clennell.</p> <p>Policies and procedures now embedded with staff.</p>	<ul style="list-style-type: none"> Fire evacuations completed half termly with whole school. Evacuations are completed with staff only when new protocols are put in place. Evacuations are discussed by SLT and Maintenance following to discuss any issues or to implement new procedures. Warden training completed annually. <ul style="list-style-type: none"> Invacuation procedures are now embedded into the school. Drill for both level 1 and level 2 has now happened with staff and with students. 	<p>Half termly</p> <p>Half termly</p>
Building children's resilience to radicalization			
The school effectively prepares pupils for life in	British values are taught across the curriculum and within extra curricular	<ul style="list-style-type: none"> Through PSHE, RE and other curriculum activities, pupils are able to explore political, 	Through PHSE and curriculum training as

modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.	<p>activities and pastoral times.</p> <p>Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities – Resilience days, Coronation, This is Me, PD week.</p> <p>Pupils acceptance and engagement within British Values is developed through opportunities to practice these skills and experience them through a range of activities.</p>	<p>religious and social issues.</p> <ul style="list-style-type: none"> • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Staff are aware of the importance of promoting fundamental British values and modelling these within their practice. • Local issues specific to the North East are discussed during PSHE and Life Skills based subjects. • Staff are aware of the relevant guidance from gov.uk 	<p>appropriate</p> <p>PD group aware of changes to guidance and complete staff training as and when needed.</p> <p>Local issues reported to the PD lead around Prevent and safeguarding issues.</p>
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	<p>Pupils are taught about different views and beliefs within the Humanities curriculum specifically through the RE curriculum.</p> <p>Pupils are taught about engaging with other options throughout the PSHE curriculum and within RSE lessons.</p> <p>Pupils engage in these skills throughout the rest of the curriculum at all times within teaching and learning.</p> <p>This is also worked upon with assemblies and pastoral time.</p>	<ul style="list-style-type: none"> • Pupils have opportunity to learn about beliefs and opinions throughout the curriculum. Curriculum review completed during 25/26, new curriculum review due from Government. • Curriculum mapping for PD is complete and reviewed by OFSTED Dec 2024 • PD week completed with a focus on all areas of PD including protected characteristics, beliefs and values etc. • PD review completed by the SIP looking at all areas of PD • Full PD review as part of Ofsted Inspection - Outstanding 	July 2026
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and	<p>Pupils follow the adapted National Curriculum objectives for PSHE at both Primary and Secondary.</p> <p>Pupils work at the appropriate stage for their understanding and ability.</p>	<ul style="list-style-type: none"> • PHSE curriculum is mapped across all stages of learning using both the primary and secondary objectives. • Pupils work at the appropriate stage for their ability, whilst being exposed to issues appropriate for their age and stage. 	<p>Curriculum mapped across all stages for primary and secondary 25/6</p> <p>Extension to curriculum pathways</p>

<p>controversial issue, supporting pupils to understand how they can influence and participate in decision-making.</p>	<p>Pupils work with PSHE rules to ensure that they are free to talk in a safe environment about controversial issues.</p> <p>Pupils work to develop their speaking and listening skills within this area listening to others options and forming their own.</p> <p>Pupils have a safe environment to ask and answer questions.</p> <p>Behaviors are modeled by staff to support understanding.</p> <p>Question boxes are used to support understanding and encourage questioning.</p>	<ul style="list-style-type: none"> • Pupils are encouraged to ask questions within all lessons. • Pupils are encouraged to enter debate within all lessons. • Staff model appropriate behaviour and expectations within all lessons. • Explicit teaching of speaking and listening skills through transdisciplinary sessions support pupils to enter into debate and ask questions. • Question boxes are used to encourage questions to be asked where pupils do not want to talk in front of a group or where questions come up after lessons. • Reactive lessons and assemblies address current issues which come about that are relevant to our pupils. 	<p>completed 2025/26</p>
<p>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.</p>	<p>PSHE curriculum and the cross curricular working of this supports our pupils to develop their own skills and support them with choice making.</p> <p>Pupils voice around resilience work support understanding of their progress within this area.</p> <p>Reactive curriculum focusses upon current issues, ensuring pupils are aware of why they need to make appropriate choices e.g. Andrew Tate</p>	<ul style="list-style-type: none"> • Pupil Premium funding has been used to improve the delivery of building resilience in school. The Resilience Framework was adopted in school with curriculum collapsed days focusing on key areas Evidence shows this has been effective in building resilience and supporting students to ask questions and have greater self efficacy. • Explicit teaching of online safety is throughout the curriculum and is a focus of resilience days, STEAM week, and online safety week, world mental health day. • Reactive assemblies and PSHE sessions focus on current areas of need. • Cross curricular working on the development of critical analysis of information, fake news etc is completed, where appropriate to support pupils. 	<p>Continued 26/27</p>

References:

“Keeping Children Safe in Education: Information for all school and college staff” DfE,

“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE



Reviewed by Percy Hedley School Designated Safeguarding Lead, Headteacher, and Governors.

Date: Sept 2026

To be reviewed on: September 2027