



## Southfields Primary School - Governor Prevent Duty Audit – September 2020

Responsibility under Prevent	Yes	No	In progress	Evidence
Is our curriculum broad, balanced and relevant? Does it provide opportunities for pupils to develop the attitudes and skills they need for life in modern Britain?	✓			<b>School Curriculum overview 2020-21</b> <b>First News link resources</b> <b>Assembly Plan 2020-21</b> <b>PSHE curriculum overview 2020-21</b> <b>SMSC curriculum overview 2020-21</b> <b>IT online safety 2020-21</b> <b>RSE overview linked to safety 2020-21</b>
Are there opportunities in the curriculum and elsewhere for pupils to discuss controversial and sensitive issues? For example, extremism, terrorism, political violence.	✓			<b>Assembly evidence and plans</b> <b>First News – Pupil Newspaper and Posters linked to this work with online resources</b> <b>Curriculum within classes throughout the school</b> <b>IT and multi-media curriculum</b> <b>News Bites – Espresso</b>
Do we ensure that pupils' value and respect different faiths and beliefs? How?	✓			<b>Interfaith Council work with Pupil Leads and work with other schools</b> <b>Collective worship and RE overview</b> <b>RE assessments ongoing AfL and AoL</b> <b>Classroom PSHE and SMSC</b> <b>School events that promote an understanding of different faiths through Zoom and Dojo</b> <b>Leaders of faiths to visit via Zoom the school and the pupils to visit a variety of places of worship. School focus Zoom events that celebrate different faiths and beliefs</b>



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<p>Is there a member of staff with specific responsibility for SMSC and British values? What do they do to ensure this work is embedded across the school?</p>	✓			<p><b>Cherish Newns and Katie Tangle have responsibility for SMSC and British Values</b>  <b>Miss Mescall develops RE and collective worship across the school .</b>  <b>We also link to IT leader that supports this work</b>  <b>Half termly remote meetings with the team ensure that links are embedded across the school</b></p>
<p>Are senior leaders, teachers and governors aware of any risks associated with any forms of extremism and radicalisation in the local area?</p>	✓			<p><b>Training taking place as part of the Safeguarding update annually – see power point and training video, handouts and updated DFE government document</b></p>
<p>Can we demonstrate evidence of co-operation with local Prevent coordinators/the police/local authority, and other relevant agencies?</p>	✓			<p><b>Interfaith Council</b>  <b>Good links with the local police</b>  <b>Local Councilor remote visits and links with Governor Brian Rush</b>  <b>LA projects and events</b>  <b>Community Cadets</b>  <b>Faith leaders</b></p>
<p>Have governors and school staff received training on the Prevent duty? Has this been recorded? Where?</p>	✓			<p><b>Yes all staff are trained and a register is kept of this training each annually with any updates.</b></p>
<p>Did this training include guidance on identifying pupils at risk of being drawn into terrorism, and challenging extremist ideas?</p>	✓			<p><b>Yes see power point and case studies used in training</b></p>
<p>Do staff understand when to make referrals when there are issues concerning radicalisation and/or extremism?</p>	✓			<p><b>Yes see policy and guidance document for 2020-21</b>  <b>School website</b>  <b>SPOC – single point of contact – Sharon Payne</b></p>



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Are school staff mindful of their duty to present a balanced view of political issues and prevent political indoctrination?	✓			<b>Yes see training for staff</b>
Have we updated relevant policies (e.g. safeguarding, IT) to take the Prevent duty into account?	✓			<b>Yes these policies have been viewed and do include reference to prevent duty and account in the past and also for 2020-21</b>
Are we aware of the requirements around sharing personal information set out in the Prevent duty?	✓			<b>Yes this has been shared with staff as part of the training</b>
Do we check attendance and exclusions data to ensure that pupils are being monitored for any early signs of absenteeism or behaviour that could be linked to radicalisation?	✓			<b>Yes attendance officer checks register and trends to identify signs of behaviours that could be linked to radicalisation for further investigation</b>
Do we monitor and review patterns of bullying, and respond to all types of prejudice-related incidents and derogatory language?	✓			<b>Yes the welfare team include this in their agenda please see example Inclusion agenda for meeting daily point of contact and full meetings show log of discussions no detail of pupils shown</b>
Have we applied appropriate internet filters to ensure that pupils are safe from terrorist and extremist material when accessing the internet?	✓			<b>Yes fully in place see IT statement</b>
Have we established clear protocols to ensure that any visiting/remote speakers are suitable and appropriately supervised?	✓			<b>Yes Mrs Afford will present a document to ensure that speakers and visitors are supervised appropriately – researched and appropriate for the school including sharing codes of conduct are followed – visitors always have a planned lead who works alongside them</b>



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Do we consult pupils on their views about the school, as well as issues such as bullying and derogatory language?	✓			Yes we have a very active student council who meet fortnightly and also the interfaith council who meet regularly We have pupil voice questionnaires Opportunities to talk about issues during SMSC and assembly
Can pupils understand and respond to risks associated with radicalisation and extremism? Are they aware of the support available to them?	✓			Interfaith Council to work on designing a leaflet for pupils by pupils to help support pupils who may feel they are at risk. The welfare team will talk to the children about their role in the widest context which includes support with radicalisation and extremism. Posters are put around school to promoted discussion and conversations – we also use posters to promote how pupils can access help such as NSPCC As part of planned lessons – pupils access age appropriate education in these issues



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*Thank you to Bill Bolloten and David New through the Key for helping Southfields Primary School develop this document.*