

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	January 2022	Review date:	January 2024
Policy Owner:	CEO	Page: 1 of 5			
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	

## SUAT Prevent Self-Assessment

Prevent is 1 of the 4 elements of CONTEST, the Government Counter Terrorism Strategy which aims to stop people becoming terrorists or supporting terrorism. The Counter-Terrorism and Security Bill places a duty on SUAT, and its academies, to ‘have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism’. The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

SUAT believes that preventing people becoming terrorists or supporting terrorism also requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. In carrying out this duty SUAT academies must have regard to guidance issued by the Secretary of State. As part of their broad and balanced curriculum SUAT academies will seek to promote community cohesion, including the promotion of fundamental British values as part of their broader commitment to promoting the spiritual, moral, social and cultural development of their pupils. We will comply with Prevent duty guidance. Guidance on promoting fundamental British values in schools is available at: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-inschools-published>

Our academies duty of care to their pupils and staff includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We aim to ensure that our academies are safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

In asking our academies and their Local Academy Councils (LACs) to fulfil the Prevent duty, SUAT expects LAC members and Academy Principals to demonstrate activity in the following key areas:

- Risk assessment
- Working in partnership
- Staff training
- Safety online
- Monitoring and enforcement

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Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	

SUAT has effective policies in all of these key areas. Each academy needs to demonstrate that they are protecting children and young people from being drawn into terrorism by implementing the robust SUAT safeguarding policy, in order to identify children at risk, and intervening as appropriate (by referring pupils to \*Channel or Children’s Social Care, for example). SUAT policies set out clear protocols for ensuring that any visitors who have come to give a talk to our pupils – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within that academy. Guidance on Prevent duty guidance is available at: <https://www.gov.uk/government/consultations/prevent-duty>

\*Channel - Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. SUAT academies will not hesitate to refer pupils to Channel, following the SUAT guidelines for this course of action.

<b>Staffordshire University Academies Trust</b>		<b>Trust Policy Document</b>			
Approved by:	Trust Board	Issue date:	January 2022	Review date:	January 2024
Policy Owner:	CEO	Page: 3 of 5			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
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**PREVENT SELF ASSESSMENT**

Each SUAT academy will implement this self-assessment, a completed copy of which will be made available to the Trust Board, the Local Academy Council and the Chief Executive Officer.

**Key:** Red (R): not able to evidence any. Amber (A): evidence of some but not all. Green (G): evidence of all and more

- PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation**
- PREVENT OBJECTIVE 2: Staff and Local Academy Council have been appropriately trained according to their role**
- PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively**
- PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion**

**NAME OF ACADEMY:**  
 Name of member of staff undertaking self-assessment:  
 Date of assessment:  
 To be reviewed on:

**1. Clear leadership and accountable structures are in place and visible throughout the organisation**

Evidence	Y or N as appropriate	Self Assessed Rating (RAG)
There is an identified strategic Prevent lead within the academy	Y	
The strategic lead understands the expectations and key priorities to deliver Prevent and that is embedded within Safeguarding Procedures	Y	
The Senior Leadership Team (SLT) and all staff are aware of the Prevent Strategy and its objectives	Y	
There is a clear awareness of roles and responsibilities throughout the organisation regarding Prevent	Y	
Prevent safeguarding responsibilities are explicit within the academy and its objectives have been embedded within the academy's safeguarding policy and procedures	Y	

<b>Staffordshire University Academies Trust</b>		<b>Trust Policy Document</b>			
Approved by:	Trust Board	Issue date:	January 2022	Review date:	January 2024
Policy Owner:	CEO	Page: 4 of 5			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
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**2. Staff and the Local Academy Council have been appropriately trained according to their role**

Evidence	Tick as appropriate	Self Assessed Rating (RAG)
A plan is in place to train key staff and LAC members to understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	Y	
Details of relevant courses including frequency and availability are cascaded to all relevant staff	Y	
Further training on the Prevent agenda is made available to the Prevent lead and Safeguarding leads (if different) where appropriate	Y	
There is appropriate staff guidance and literature available to staff on the Prevent agenda	Y	

**3. An appropriate reporting and referral process is in place and referrals are being managed effectively**

Evidence	Tick as appropriate	Self Assessed Rating (RAG)
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the academy's safeguarding policies and procedures.	Y	
A single point of contact (SPoC) for any Prevent concerns raised by staff within the academy has been identified	Y	
An appropriate internal Prevent referral process has been developed	Y	
An audit trail for notification reports/referrals exists	Y	
Prevent referrals/notifications are being managed or overseen by relevant staff	Y	
A process is in place to identify and develop 'lessons learnt'	Y	

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Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
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<b>4. The academy's curriculum helps protect pupils against extremism and promotes community cohesion</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self Assessed Rating (RAG)</b>
Academy has 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	Y	
Pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	Y	
The academy delivers training that helps develop critical thinking skills around power of influence, particularly on-line and through social media.	Y	
Staff are able to provide appropriate challenge to pupils, parents or LAC members if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	Y	