



THAMES LEARNING TRUST

Name of Policy	Prevent Duty Action Plan
Scope of Policy	This policy relates to all academies across The Thames Learning Trust.
Approved by	Chief Executive
Date of Approval	October 2018
Review period	Three Years
Review Date	October 2021

GROWING STRONGER TOGETHER



THAMES LEARNING TRUST

The Thames Learning Trust Prevent Duty Action Plan

Area of Responsibility	Actions to be taken	Outcome
Leadership and values	<ul style="list-style-type: none"> • Creation of a ‘Statement of Values’ that respects learner and staff diversity, encourages freedom and openness and promotes learner voice • Development of rigorous recruitment policies which include core Trust values • Key individuals are appointed amongst trustees, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation • Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment • Promoting core values of respect, equality and diversity, democratic society, learner voice and participation 	<ul style="list-style-type: none"> • A safe learning environment is created across the Trust, behaviours which harm the ability of different individuals and groups to work together are challenged • All new staff are aware of the Trust’s expectations and subscribe to its values • The Trust leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT
Partnership	<ul style="list-style-type: none"> • Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas • Development of links with other Trusts on the agenda • Development of links between key Trust staff/Trustees and external partners, including the Local Authority and Police • Actively working with local Trusts, local authorities, police and other agencies. • Deepening engagement with local communities • Building staff and pupil understanding of the issues and confidence to deal with them. 	<ul style="list-style-type: none"> • Trust communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively • The Trust is able to benefit from existing best practice and resources • The Trust shares information and is able to access statutory assistance where necessary to support vulnerable individuals

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Safeguarding and pastoral care</p>	<ul style="list-style-type: none"> • Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process • Development and implementation of rolling cross-organisation training plan to increase organisational awareness • Consideration of a Trust safeguarding panel to assess and manage concerns relating to extremism and radicalisation • Inclusion of a whistle blowing mechanism within the safeguarding procedures • Inclusion of sub-contracted education providers within the safeguarding procedures 	<ul style="list-style-type: none"> • All are aware of the safeguarding procedure and that radicalisation is included within it • All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism • A whole Trust approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation • Staff feel confident and protected in raising any concerns which may place the safety of learners at risk • Learners are protected whilst they are studying or working externally to the Trust
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pupil and learner resilience</p>	<ul style="list-style-type: none"> • Include activities within existing lesson structure to enhance pupil and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills • Raise awareness of all colleagues and pupils or learners about their personal responsibility in the online space, particularly around freedom of speech • All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities • Promoting wider skill development such as social and emotional aspects of learning 	<ul style="list-style-type: none"> • Pupils and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Pupils and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the Trust • All are aware of their individual responsibilities in the online space, especially regarding freedom of speech • All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement • Learners understand what the Trust values mean in practice

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Internet safety</p>	<ul style="list-style-type: none"> • Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material • Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like • Raise awareness of colleagues and pupils or learners about updated code of conduct, reasons why and an explanation of how the policy was developed • Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through Trust servers 	<ul style="list-style-type: none"> • Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material • Learner study of extremist and terrorist material for legitimate purposes is protected • Pupils and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas • Learners are safe from accessing extremist or terrorist materials whilst using Trust servers
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reputation and brand</p>	<ul style="list-style-type: none"> • Development of policies which outline when the Trust's branding can be used and the responsibilities which come with its use • Development of a protocol for monitoring the Trust's online presence which includes reference to terrorism and extremism • Delivery of awareness raising training to communications colleagues • Delivery of awareness raising to all administration, teachers and pupils or learners advising of responsibility in the online space • Encouraging active citizenship and pupil voice 	<ul style="list-style-type: none"> • Any references to the Trust online are picked up quickly and referred for action if they have links to terrorist/extremist material • Trust administration, tutors and learners are aware of their responsibility in the online space regarding the Trust's brand and reputation

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Trust Environment</p>	<ul style="list-style-type: none"> • Development of policies governing events organised by staff, learners or visitors on Trust premises • Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour • Development of a policy governing the display of materials internally at the Trust • Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar • Embedding equality, diversity and inclusion, wellbeing and community cohesion • A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights. 	<ul style="list-style-type: none"> • The Trust does not host events or speakers supportive of, or conducive to, terrorism • Learners are aware of the conduct expected by the Trust in creating a safe space for all groups on site • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all learners on an equal basis and the Trust is aware of and able to manage any risks associated with the space
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