# Pear Tree Infant & Nursery School

# Prevent Duty Action Plan 2026–2027

# Safeguarding • Inclusion • Early Intervention

**School:** Pear Tree Infant & Nursery School
**Academic year:** 2026–2027
**Lead responsibility:** Headteacher
**Prevent Lead:** Designated Safeguarding Lead (DSL)
**Oversight:** Senior Leadership Team and Governing Body
**Review frequency:** Termly and annually, or sooner following a safeguarding concern or change in statutory guidance.

## 1. Purpose

Pear Tree Infant & Nursery School is committed to safeguarding all children and protecting them from the risks of radicalisation and extremism.

The school recognises its statutory duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Our approach is rooted in early intervention, safeguarding, inclusion and the promotion of fundamental British values.

Given the age of our children, Prevent education will be delivered through age-appropriate teaching, positive relationships, developing communication skills and helping children understand respect, difference, kindness and belonging.

**Our intended outcomes are that:**

- All staff understand their responsibilities under the Prevent Duty.
- Staff can recognise and report concerns appropriately.
- Children develop an understanding of respect, tolerance, fairness and individual differences.
- The curriculum promotes inclusion, belonging and positive relationships.
- Any concerns are identified early, recorded and responded to through established safeguarding procedures.

## 2. Prevent Duty Action Plan

The following actions are proportionate to the school's context as an infant and nursery setting, serving children aged 2–7 years. They are designed to be practical, manageable and embedded within existing safeguarding arrangements rather than creating unnecessary additional workload.

| Priority / action | What we will do | Responsibility | Timescale / evidence |
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| **1. Leadership and accountability** | Ensure the Prevent Duty is included within the school's safeguarding arrangements. | Headteacher / DSL | Ongoing. Safeguarding |

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| | Identify the DSL as the Prevent Lead and ensure staff know who to approach. | | policy and staff handbook. |
| **2. Prevent risk assessment** | Complete and review a proportionate Prevent risk assessment, considering the school's age range, local context, online risks and any emerging concerns. Seek advice from the local authority Prevent team where appropriate. | Headteacher / DSL | Annually and following any significant change. Completed risk assessment. |
| **3. Staff awareness and training** | Ensure all staff understand Prevent, recognise potential indicators of concern and know how to report concerns. Include Prevent within safeguarding induction and annual safeguarding updates. | DSL | Induction and annual refresher. Training records and staff briefing notes. |
| **4. DSL knowledge and expertise** | Ensure the DSL has appropriate Prevent training and understands the referral process, local support arrangements and the Channel process. | Headteacher / DSL | Training refreshed in line with current guidance. Training certificates and records. |
| **5. Recognising concerns** | Ensure staff understand that changes in behaviour, language, interests, relationships or concerning exposure to extremist material may require further consideration. Concerns must always be considered in context and not in isolation. | All staff / DSL | Ongoing. Safeguarding records and staff briefings. |
| **6. Reporting and recording** | Staff must report concerns immediately to the DSL or Deputy DSL. The DSL will record concerns, actions, decisions, rationale and outcomes on the school's safeguarding recording system. | All staff / DSL | Immediate action when concerns arise. Safeguarding records. |
| **7. Curriculum and British values** | Promote democracy, the rule of law, individual liberty, mutual respect and tolerance through the curriculum, assemblies, stories, discussions and everyday school experiences. | Curriculum Leads / Class Teachers | Ongoing. Planning, curriculum monitoring and pupil voice. |
| **8. Respect and inclusion** | Provide opportunities for children to celebrate different cultures, faiths, backgrounds and family experiences. Challenge discriminatory language and behaviour appropriately. | All staff | Ongoing. Curriculum activities, behaviour records and observations. |

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| **9. Online safety** | Maintain appropriate filtering and monitoring arrangements. Teach children simple, age-appropriate messages about staying safe online, seeking adult help and not sharing personal information. | DSL / Computing Lead | Termly review. Filtering reports, online safety curriculum and safeguarding records. |
| **10. Visitors and external agencies** | Ensure visitors, volunteers and external providers are appropriately checked and that their activities and resources are suitable, age-appropriate and consistent with school values. | Headteacher / DSL | Before visits or activities. Visitor records and safeguarding checks. |
| **11. Partnership working** | Seek advice and share information with the local authority, safeguarding partners and police where appropriate. Make a Prevent referral when the threshold is met. | DSL / Headteacher | As required. Consultation and referral records. |
| **12. Governors' oversight** | Ensure governors receive an annual update on the school's Prevent arrangements, training, risk assessment and any relevant actions, maintaining appropriate confidentiality. | Headteacher / Safeguarding Governor | Annually. Governor minutes and safeguarding reports. |

**3. What this looks like at Pear Tree Infant & Nursery School**

Prevent is not a separate subject for our youngest children. It is embedded in the culture, relationships and experiences we provide every day.

**Our approach will include:**

- **Time to Talk:** Giving children opportunities to express their thoughts, listen to others, develop communication skills and learn that different opinions can be respected.
- **Resilient minds, respectful hearts and ambitious learners:** Reinforcing our school values through daily interactions and expectations.
- **Celebrating diversity:** Recognising and valuing the different cultures, languages, faiths and experiences represented within our school community.
- **Stories and discussion:** Using carefully selected stories to explore fairness, kindness, friendship, difference and belonging.
- **Positive relationships:** Ensuring children feel safe, listened to and confident that trusted adults will help them.
- **Online safety:** Helping children understand that not everything they see or hear online is safe or appropriate and that they should tell a trusted adult if something worries them.

Our aim is to develop children who feel valued, included and confident in their own identities, whilst learning to respect others.

**4. Responding to a Prevent Concern**

All staff must follow the same straightforward procedure.

1. **Recognise**

   Notice and take seriously any concerning information, disclosure or significant change in behaviour.

2. **Report**

   Pass the concern immediately to the DSL or Deputy DSL. Do not investigate independently or make assumptions.

3. **Record**

   Record factual information, including what was seen, heard or disclosed, using the school's safeguarding recording system.

4. **Assess**

   The DSL considers the concern in context, including any patterns, vulnerabilities, protective factors and alternative explanations.

5. **Seek advice and act**

   The DSL consults the local authority Prevent team or relevant safeguarding partners where necessary and makes a referral where appropriate. This may include a referral to Prevent and consideration of Channel support.

6. **Monitor and review**

   Agree any ongoing support, monitoring and review arrangements, recording decisions and outcomes.

**Important:** A Prevent concern must never be dismissed because a child is young. Equally, a child's religion, ethnicity, culture, language, family background, SEND or individual characteristics must never be treated as indicators of radicalisation in themselves. Decisions must be based on evidence and individual circumstances.

If a child is at immediate risk of harm, normal emergency safeguarding procedures must be followed.

**5. Staff expectations**

Every member of staff, including teaching assistants, lunchtime staff, office staff, supply staff, volunteers and other adults working within the school, must:

1. Understand that Prevent is part of everyone's safeguarding responsibility.
2. Know who the DSL and Deputy DSL are.
3. Complete the safeguarding and Prevent training required by the school.
4. Report any concerns immediately.
5. Avoid making assumptions based on a child's background, religion, ethnicity or family circumstances.
6. Promote an inclusive environment where discrimination, prejudice and intolerance are challenged.
7. Follow the school's online safety, visitor and safeguarding procedures.

## 6. Monitoring and evaluation

The Headteacher and DSL will monitor the effectiveness of the Prevent arrangements through existing school systems.

| Monitoring activity | Frequency |
|---|---|
| Review Prevent risk assessment and local risks | Annually |
| Check staff safeguarding and Prevent training records | Annually |
| Review safeguarding concerns and actions, including any Prevent-related concerns | Termly |
| Review filtering and monitoring arrangements | At least annually and following significant concerns |
| Review curriculum coverage of fundamental British values and inclusion | Annually |
| Report to the Safeguarding Governor | Annually |
| Review this action plan | Annually |

## 7. Measures of success

We will know that our arrangements are effective when:

- Staff understand Prevent and know how to report concerns.
- The DSL has the necessary knowledge and training to respond appropriately.
- Our safeguarding records demonstrate that concerns are acted upon and reviewed.
- Children experience an inclusive curriculum that promotes respect, tolerance and belonging.
- Online safety arrangements are effective and regularly reviewed.
- Governors have appropriate oversight of the school's statutory responsibilities.

## 8. Annual review and accountability

This action plan will be reviewed annually by the Headteacher and DSL. Any identified gaps will be addressed through the school's safeguarding improvement priorities.

The plan will also be reviewed following any significant safeguarding incident, changes in local risk or updates to statutory guidance.

**The Prevent Duty is not an isolated safeguarding initiative. It is part of our everyday commitment to ensuring that every child at Pear Tree Infant & Nursery School feels safe, valued, respected and included.**

## 9. Statutory guidance and reference documents

This plan is aligned with the following current guidance and legislation:

1. **Counter-Terrorism and Security Act 2015 (Section 26)** – establishes the statutory Prevent Duty.

2. **Prevent Duty Guidance: England and Wales (2023)** – statutory guidance, in force since 31 December 2023.

   GOV.UK+1

3. **Keeping Children Safe in Education 2026** – current statutory safeguarding guidance, effective from 1 September 2026.

   GOV.UK+1

4. **DfE: The Prevent Duty – Practical Guidance for Designated Safeguarding Leads**, updated 2 October 2026.

   GOV.UK

5. **DfE: Safeguarding Learners Susceptible to Radicalisation – Next-Step Checklists**, updated 2 October 2026.

   GOV.UK

**Headteacher approval:** 

**DSL:** Mrs B Suddhi

**Safeguarding Governor:** Ewa Wolinska

**Date approved:** November 2026

**Next review:** November 2027