Prevent Duty Risk Assessment/Action Plan

with example of possible content

PREVENT OBJECTIVE 1: **Clear leadership and accountable structures are in place and visible throughout the organisation**
PREVENT OBJECTIVE 2: **Staff and the Governing Body 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 students against extremism and promotes community cohesion**

No.	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When	RAG
1	**LEADERSHIP** Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"? ➢ Board of Governors ➢ SMT ➢ Staff ➢ Safeguarding team		All staff, including Governors to invited to updated Prevent Training in the Autumn term 2020 SEA (DSL) and VRN (DDSL) are accredited trainers for WRAP. Additonally all staff complete prevent training as part of their annual training through Hays Education Prevent Training completed by staff delivered by police officer from Counter Terrorism Policing North West	SEA	Autumn 2020 Ongoing Oct 2019	Part

| 2 | **Partnership**
1) Is there active engagement from the school/setting's Governors, SMT, managers and leaders?
2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP)

3) Does the school/setting engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level? | | 1. The DSL (SEA) is responsible for oversight of the Prevent Action Plan & updates to SLT regularly including any Channel referrals. SEA will meet with recently appointed safeguarding governor and discusses any necessary PREVENT items. Chair of Governors has completed independent Prevent training and has certified evidence of this.
2. The SPOC The Prevent Lead for OBA is the DSL and Vice Principal SEA
3. The Prevent Lead is familiar with both Local Authority and Police Prevent Leads. | SEA | Summer 2020

Ongoing | Part |
| 3 | **Staff Training**
Do all staff have sufficient knowledge and confidence to:
1) exemplify British Values in their management, teaching and through general behaviours in the school/setting
2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism
3)have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response | | 1. British Values addressed through pastoral training
2. Prevent training as detailed above addresses this.
3. Case studies used in prevent training addresses this. | SEA | Ongoing | |

4	**Welfare, pastoral and Chaplaincy support** 1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school/setting? 3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the school/setting's welfare and equality policies?		1) OBA has a large pastoral team across all three key stages including HOY's, , Pastoral Managers, Attendance Officers, the SEND team and a Youth Engagement Officer (PC Williams). OBA has strong links with external agencies such as Addaction, School Health, NightStop (counselling), CAMHS, Brook and The Amy Winehouse Foundation. 2) Monitoring is assessed via weekly TAC meetings (possible risk) and daily monitoring of cpoms (notice of concern). Staff know to make alerts for extremism / radicalisation via cpoms. Impero alerts are also used.	SEA	Ongoing	

5	**Speakers and Events**
	  1) Is there an effective policy/framework for managing speaker requests?
	  2) Is it well communicated to staff/students and complied with?
	  3) Is there a policy/framework for managing on-site events i.e. charity events?
			1) This is covered by the visitor policy and includes a checklist to assess the suitability of the each request
			
			2) Staff are aware of the procedure.
				SEN	Ongoing	All

	4) Are off site events which are supported, endorsed, funded or organised through the school/setting subject to policy/framework?		3) A specific policy is not in place but procedures are well established and followed. 4) Off site events are assessed via the Evolve system and must adhere to the Management of off-site visits and related activities policy		Ongoing	
6	**Safety Online** 1) Does the school/setting have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the school/setting employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? 3) Does this also include the use of using their own devices via Wi-Fi? 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?		1) OBA has an e-safety and e-security policy which is an Oat adopted policy. Appendix A highlights the online risk of radicalisation. It is used in conjunction with the Child Protection and Safeguarding Policy (2.6 Preventing Radicalisation) 2) Fire walls and filtering are compliant with OAT guidance. Smoothwall, who provide the system are members of the Internet Watch Foundation. It also implements the police assessed list of unlawful terrorist content,	LHY SEA	Ongoing	

			produced on behalf of the Home Office. Filtering checks are carried out by the e-safety co-ordinator (LHY) and reported back to SEA. 3) Wifi is not accessible to students unless using school devices 4) Impero allows for class monitoring and alerts ICT administrator and the e-safety co-ordinator of breeches.			
7	**Prayer and Faith Facilities** 1) Does the school/setting have prayer facilities? 2) Are there good governance and management procedures in place in respect of activities and space in these facilities?		1) The academy does not have prayer facilities 2) N/A			
8	**Site Security** 1) Are there effective arrangements in place to manage access to the site by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID on site? Is it enforced? 3) Are dangerous substances kept and stored on site? 4) Is there a policy in place to manage the storage, transport, handling and audit of such substances? 5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 6) Does the school/setting intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?		1) There is a security fence around the academy. Visitors can only enter the school via reception which has two doors that operate on a door release system. 2) All staff, visitors and 6th form students are required to wear a lanyard on site.Staff have photo ID and all visitors have a sticker that states who they are visiting and photograph is attached. Colouring of visitor lanyards	CJN All staff	Ongoing Ongoing	

					First aid staff/ maintenance team/ science technicians/ technology technicians	Ongoing	
				identify visitors have provided a DBS (yellow) and who have not (red) . Procedures at reception ensure photo id asked for in advance of any visitors, checks are done to see if it matches names on school activity form. 3) .All medications are kept in a locked cabinet in a locked room. Potential dangerous substances which are used by caretakers/cleaners are kept in a locked cupboards which can only be accessed by maintenance staff and the cleaning supervisor. In science flammable substances are kept in a fire resistant cabinet and the key is kept in a key guard accessed only by the technicians. The prep room where chemicals are stored has a separate lock. Staff requests for substances are logged. Science Technicians have a stock list of all substances stored in the prep room. In technology all potentially dangerous tools are locked away. Any substances/materials which			

			are subject to a COSHH assessment are locked away.			
			4) There is no specific policy but procedures are adhered to.			
			5) There is no specific policy in place.			
			6) The Academy would explore the legal options available to it via Stone King including reporting such activities to the local authority and/or constabulary.			
9	**Safeguarding** 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the school/setting utilise Channel as a support mechanism in cases of radicalisation and extremism? **4)** Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?		1) Included in Child Protection and Safeguarding policy (Section 2.6) 2) SEN/VRN have received WRAP training and are accredited to deliver this to other staff. 3) SEN/VRN are aware of the process and when referrals have been made these have been logged in CPOMS 4) No specific policy.	SEA SEA/VRN SEA/VRN	ongoing	
10	**Communications** 1) Is the school/setting's Prevent Lead and their role widely known across the school/setting?		1) Included in Child Protection and Safeguarding Policy	SEA/VRN	Ongoing	

	2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? **3)** Are there information sharing protocols in place to facilitate information sharing with Prevent partners?		2) Yes through training for staff, including annual update and personal development for students 3) OBA follows Halton Safeguarding protocol.		Next update Sept 2020	
11	**<u>Incident Management</u>** 1) Does the school/setting have a critical incident management plan which is capable of dealing with terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the school/setting have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?		1) Plan recently updated to reflect changes in leadership within the school 2) The Principal would lead on the response to such incidents with the support of the Vice Principal and SMT. 3) Communications are approved by the Principal. 4) OBA have strong links with the police and work closely with assigned School Liaison Police Officer to share information about tensions or incidents. 5) Effective communications are in place including the school comms system.	KES SWS	July 2020	

12	**Staff and Volunteers** 1) Does awareness training extend to sub-contracted staff and volunteers? 2) Is the school/setting vigilant to the radicalisation of staff by sub-contracted staff and volunteers?		1) All staff in school have training- any agencies who attend follow a school protocol 2) Yes supervision is identified and students are not left unsupervised			
13	**Freedom of Expression** 1) Does the institution have a Freedom of Speech/Expression policy? 2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism? 3) Is the need to protect vulnerable individuals covered within this policy?		1) No However, this is discussed as part of British Values education. All students take part in this programme and staff trained regularly for this. 2) N/A 3) N/A			
14	**Curriculum** 1) Does the school/setting have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences? 2) Does the school deliver training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media? 3) Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations? 4) Are Staff able to provide appropriate challenge to students, parents and governors if opinions are		1) Addressed by the personal development curriculum and project days which include a multi-faith visit. 2) Not training but issues addressed in personal development curriculum and in ICT sessions 3) Addressed through personal development curriculum and project days. 4) This is adressed via training.	MOS	Ongoing Ongoing	

		expressed that are contrary to fundamental British values and promotion of community cohesion?					