

**Prevent Duty Risk Assessment/Action Plan**

**LITTLE HADHAM PRIMARY SCHOOL**

*'Believing and Achieving'*

<b><u>No</u></b>	<b><u>Prevent Vulnerability/Risk Area</u></b>	<b><u>Risk Y/N</u></b>	<b><u>Action taken/already in place to mitigate/address risk</u></b>	<b><u>Owner</u></b>	<b><u>When</u></b>	<b><u>RAG</u></b>
1	<p><b><u>LEADERSHIP</u></b> Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>➤ Board of Governors</li> <li>➤ SMT</li> <li>➤ Staff</li> <li>➤ Student Union</li> <li>➤ Safeguarding team</li> </ul>	Y	<p>All staff have had 'WRAP' training on 27<sup>th</sup> January 2016 with catch up training March 13<sup>th</sup> 2017. Annual safeguarding refresher training on 22<sup>nd</sup> March 2017 also covered the Prevent initiative.</p> <p>Governor WRAP trained in February 2016. Catch Up training for Staff and Governors to be arranged, as appropriate.</p>	Head	Refresher training in March 2018	G
2	<p><b><u>Partnership</u></b> 1) Is there active engagement from the institution's Governors, SMT, managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	Y	<p>The Prevent Lead for Little Hadham is the Safeguarding Lead (Headteacher). She is responsible for oversight of the Prevent Action Plan &amp; update to Senior Leadership Team and Governors.</p> <p>Prevent initiative is discussed with Governors at least annually when Safeguarding Policy is reviewed.</p>		Sept 2017	G

3	<b>Staff Training</b>	All staff WRAP trained. Training covered case studies of individuals who were subject to	Head		
	<p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> <li>1) exemplify British Values in their management, teaching and through general behaviours in the institution</li> <li>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</li> <li>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ol>	<p>radicalisation and discussion was held to identify factors leading to this.</p> <p>Review British Values statement- uploaded to website.</p>	SLT	Autumn 2017	G
4	<p><b>Welfare, pastoral and Chaplaincy support</b></p> <ol style="list-style-type: none"> <li>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</li> <li>2) Does the institution have chaplaincy provision or is this support signposted locally or brought in? 3) Are there adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</li> <li>4) Does the chaplaincy support reflect the student demographic and need?</li> </ol>	Strong day to day pastoral support offered to pupils, with additional support for those in greater need.	All staff		G

5	<p><b><u>Speakers and Events</u></b></p> <ol style="list-style-type: none"> <li>1) Is there an effective policy/framework for managing speaker requests?</li> <li>2) Is it well communicated to staff/students and complied with?</li> <li>3) Is there a policy/framework for managing on campus events i.e. charity events?</li> <li>4) Are off campus events which are supported, endorsed, funded or organised through the</li> </ol>		Speakers and events are always well researched and content is checked for appropriateness.	Head		G
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	institution (including Students' Union) subject to policy/framework?					
6	<p><b><u>Safety Online</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</li> <li>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</li> <li>3) Does this also include the use of using their own devices via Wi-Fi?</li> <li>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</li> </ol>		<p>eSafety Policy in place; Prevent Duty part of Safeguarding Policy. Crucial Crew safety sessions.</p> <p>Safer Internet Day annually with parent workshop.</p> <p>Weekly School Newsletter safety focus.</p> <p>Online e-safety scheme of work in place.</p> <p>Protective Behaviours ethos- Childline access</p> <p>Firewall in place on server.</p> <p>Filtering of Wi-Fi devices is through Hertfordshire Internet Connectivity Service.</p> <p>School buy in to Gooseberry Planet- introduced Autumn 17.</p>		<p>Ongoing updates</p> <p>February</p> <p>weekly</p> <p>October 2016 ongoing</p> <p>December 17</p>	

7	<p><b><u>Prayer and Faith Facilities</u></b></p> <p>1) Does the institution have prayer facilities?  2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</p>		<p>The school is developing a quiet area for reflection.</p> <p>The school celebrates pupil culture and beliefs.</p>	<p>AT</p> <p>All</p>	<p>Summer 17</p> <p>ongoing</p>	<p>A G</p>
8	<p><b><u>Campus Security</u></b></p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?  2) Is there a policy regarding the wearing of ID on campus? 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</p>		<p>Access to the school is through the main reception where visitors are required to sign in. Visitors receive identification badges prior to entry. New inner security door being installed December 17.</p> <p>Visitors working directly with pupils without staff in attendance are DBS checked.</p> <p>No dangerous substances are kept or stored on site.</p> <p>All leaflets or other publicising material is checked</p>	<p>SE</p> <p>SE</p> <p>AT</p>	<p>ongoing</p>	<p>G</p>
	<p>(including electronic) of leaflets or other publicising material?</p> <p>6) Does the institution intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>		<p>by the Headteacher before distribution.</p>	<p>Head</p>		

9	<p><b><u>Safeguarding</u></b></p> <ol style="list-style-type: none"> <li>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> <li>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?</li> <li>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</li> <li>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</li> </ol>		<p>Safeguarding policy includes Prevent and staff have received relevant training.</p> <p>3 Yearly Level 1 Safeguarding Training for all staff booked.</p> <p>Annual refresher training and FGM training provided by DSPs.</p>		<p>Ongoing updates</p> <p>January 31st 2018</p>	<p>G</p> <p>A</p>
10	<p><b><u>Communications</u></b></p> <ol style="list-style-type: none"> <li>1) Is the institution Prevent Lead and their role widely known across the institution?</li> <li>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</li> <li>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</li> </ol>		<p>All staff aware of Prevent lead. Students made aware of Prevent through critical thinking activities/Philosophy Board.</p>		<p>ongoing</p>	<p>G</p>
11	<p><b><u>Incident Management</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</li> <li>2) Is a suitably trained and informed person identified to lead on the response to such an</li> </ol>		<p>Critical incident plan in place</p>		<p>September 17 review</p>	<p>G</p>

	<p>incident?</p> <p>3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</p> <p>4) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety?</p> <p>5) Are effective arrangements in place to ensure that staff and students are apprised of tensions and provide advice where appropriate?</p>					
12	<p><b><u>Staff and Volunteers</u></b></p> <p>1) Does awareness training extend to subcontracted staff and volunteers?</p> <p>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>		<p>Volunteers and subcontracted staff to be made aware of the updated Child Protection Policy and handbook.</p> <p>Sub-contracted staff provide own policy for review by Office Manager for SCR.</p>		ongoing	G
13	<p><b><u>Freedom of Expression</u></b></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>		<p>Children are taught about individual liberty through British Values, assemblies and through PSHE.</p>		ongoing	G