



Prevent Action Plan Template 2015-2016

Under the new Prevent Duty, all specified bodies, including schools, colleges and universities are required, in the exercise of their functions, to have 'due regard for the need to prevent people being drawn into terrorism'. The legislation sets out that schools must assess the risk of children being drawn into terrorism, and that this assessment should be based on 'an understanding, shared with partners, of the potential risk in the local area'. It will be necessary for schools to develop an action plan outlining how identified risks will be addressed. This Prevent Action Plan Template has been developed to assist schools in doing so by providing some suggested risk areas and proposed actions.

School	
Safeguarding Lead	
Date of Assessment	
Date for Review	

Risk Area	Hazard	Severity (A) 1-5	Likelihood (B) 1-5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Safeguarding	Staff are unaware of the Prevent agenda, or of radicalisation and extremism as safeguarding issues.					All staff are familiar with the school's safeguarding policy and radicalisation and the Channel process are included within it. Staff have received training around the policy. Staff are made aware of the implications of the Prevent duty in schools.		
	Staff are unaware of school procedure for handling					Staff to be trained around safeguarding policy to ensure that they are comfortable sharing concerns around radicalisation and extremism		

	concerns. Or, staff are reluctant to raise concerns in relation to extremism/ radicalisation.					and they are aware of how to do so.		
	Staff are unsure/unaware of how to identify children at risk of radicalisation.					Staff attend an education WRAP training session, to increase their understanding of vulnerabilities and the risks around radicalisation.		
	Staff do not feel confident about raising concerns about risks to pupil safety.					Inclusion of a whistleblowing mechanism within the safeguarding process.		
	Risk to students in external learning environments/ students working with sub-contracted education providers					Sub-contracted education providers are included within safeguarding procedures.		
Leadership / Organisational Values	Staff are not aware/ do not subscribe to the ethos/values of the school					Recruitment and induction programmes and ongoing staff development should be reviewed in reflect the values of the school.		
	A whole school					The inclusion of British values		

	approach to British Values is not taken					within the schools ethos/ mission statement. Active promotion of British values at leadership level.		
	Lack of leadership ownership of extremism/radicalisation concerns and lack of leadership oversight					Key individuals appointed (governors, management) with responsibility for safeguarding, and understanding risks around radicalisation/ extremism		
	Compliance with the Prevent Duty is unsatisfactory					Completion of risk assessment in relation to risks and vulnerabilities within the school, the local area and for individuals.		
Partnership	Ineffective process and lack of coordination around sharing of concerns re: radicalisation and extremism.					Staff are aware of internal SPoC for radicalisation/extremism concerns and enquiries.		
	School unaware of how to access statutory assistance to support vulnerable individuals					Development of links between schools and external partners including LSCB and LA Prevent teams.		
	School has limited access					Utilise existing links with local schools to share information and		

	to resources/best practice.					best practice in relation to the Prevent agenda.		
Learning and teaching	British values are considered only superficially with no opportunity within the school for for pupils to engage and/or experience them.					British values are taught across the curriculum and are embedded in learning. Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities. Pupils 'acceptance and engagement' with British values developed through opportunities to practically experience how the values might apply in day to day life, for example, through mock elections, a school council or visits to faith institutions.		
	There are known risks of radicalisation in relation to school aged children and young people are may be more susceptible to extremist messaging.					Include activities within existing lesson structure to enhance student resilience and to develop student's critical thinking skills. Raise awareness amongst students about the importance of critical thinking skills. Ensure that students are confident in verifying the validity of information, for example, by considering its origin, and that students understand why it is important to do so.		

Space management and School environment	Pupils are accessing inappropriate or extremist content online, using school facilities and servers. Or, in the course of undertaking legitimate research, pupils are exposed to extremist content or material online.					<p>Inclusion of the duty to prevent people being drawn into terrorism, together with reference to terrorist and/or extremist material placed within ICT code of conduct.</p> <p>Firewalls and online security measures are in place to ensure that pupils cannot access extremist or inappropriate content. Where websites such as YouTube are permitted for the purpose of learning, but are used by pupils to access inappropriate material, staff are aware of how to respond to this, and how to report and extremist content encountered.</p> <p>Relevant staff undertake awareness training, so that they are aware of what extremist material looks like.</p>		
	Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premises.					<p>Development of robust visitors' policies to ensure that schools do not inadvertently host events or speakers supportive of or conducive to extremism.</p> <p>Included within policies could be a code of conduct to be agreed to by external speakers or visitors and/or requirement for visitors to agree that they subscribe to the values/ethos of</p>		

						the school.		
	School's facilities are hired for use by individuals or groups who hold extremist views that are supportive of, or conducive to, terrorism.					Development of a robust venue hire policy which spans across different types of booking including private events and use of facilities by supplementary education providers and out of hours providers.		
	Ineffective oversight of prayer facilities.					Prayer facilities are equally available to students from all faiths. Rules around the use of such facilities are in place-for example, they can only be used at certain times during the day. Processes in place to manage and minimise risks associated with prayer facilities.		