



Prevent Duty Risk Assessment/Action Plan

Hogarth Academy

Prevent Duty- Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism).

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

Obj	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Date Completed	RAG
1	<p>LEADERSHIP</p> <p>1. Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Governors <input checked="" type="checkbox"/> SLT <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Safeguarding team 		<ol style="list-style-type: none"> 1. All staff and Governors have completed the online awareness training and certificates are kept by the school Office. 2. Head Teacher raised awareness with parents in Newsletter 3. The Safeguarding audit will be updated annually by HT and Safeguarding Governor to reflect PREVENT. 4. The safeguarding policy has been updated and adopted by Governors and is on the website to reflect 'PREVENT'. 5. HT has organised a training session for whole staff and governors ensuring school procedures and policy is clear to all with regard to schools systems for PREVENT. 6. Safeguarding team have received WRAP training. 7. Information on 'PREVENT' is also on the school website. 8. Updating of the 'PREVENT' Risk Assessment and Action Plan happens annually as part of the school's Safeguarding Audit 	<p>All staff May 2020</p> <p>Dec 2020</p> <p>Sept 2020</p> <p>Remotely June 2020</p> <p>1-9-2020</p> <p>YES</p> <p>Autumn 2020</p>	



2	<p>Partnership</p> <p>1) Is there active engagement from the school/setting's Governors, SMT, managers and leaders?</p>	N	<ol style="list-style-type: none">1. Head Teacher has contacted the local Police Prevent Coordinator for advice on what can be provided for the school in terms of training and raising awareness.2. The Prevent Lead for the School is the Safeguarding Lead. They are responsible for: oversight of the Prevent Action Plan & update to SLT, staff and Govs	YES	
	<p>2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually HT/DSL)</p> <p>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?</p>		<ol style="list-style-type: none">3. School information signs for Safeguarding have been updated and displayed in school.4. The Prevent Lead is familiar with Prevent Leads.5. Safeguarding policy has been updated and is on the website.	May 2020 Sept 2020 Sept 2020	



3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the school</p> <p>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</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	<ol style="list-style-type: none">1. The School takes diversity and equality very seriously. For example, we share British Values in our SMSC teaching and assemblies. We celebrate diversity at events such as weekly cultural assemblies and support charities regularly. This year already, we have supported NSPCC, Poppy Appeal, Children in Need and Red Nose Day. We model tolerance and respect for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country. School has an Equality Policy in place.2. As a direct result of the depth and breadth of the training for PREVENT delivered and sourced by the HT, all staff and governors are aware of the factors that make an individual vulnerable and have a better awareness of stereotypes.3. In the same way that we have always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the DSL as the PREVENT Lead is fully aware of the actions to take and who to contact in the event of a concern.	<p>On going</p> <p>All staff June 2020</p> <p>All DSLs in school – Attended LEAD WRAP tr'ning</p>	
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4	<p>Welfare and pastoral support</p> <ol style="list-style-type: none"> 1. Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school? 2. Are there adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies? 3. Does the pastoral support reflect the student demographic and need? 	N	<ol style="list-style-type: none"> 1. School has a robust pastoral provision underpinned by the SEND and Behaviour policies and supported by the HT, SENCo and School Family Support Worker. This works effectively, supporting children and families in an open, honest and supportive culture. 2. A clear system of referral to our part time AO is in place to ensure no issues of vulnerability are missed. 3. School has a proven track record of effectively working with families and other agencies such as Sure Start and Children's Social Care in order to improve outcomes for children. 4. A large portion of our PP budget and also our core budget is spent on vulnerabilities that reflect the demographic and upholding British Values and tolerance. 	Ongoing	
5	<p>Safety Online</p> <ol style="list-style-type: none"> 1. Does the school 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 employ filtering/firewall system 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? 	N	<ol style="list-style-type: none"> 1. The e-safety needs to be updated to contain specific reference to the PREVENT duty. This policy includes the use of their own devices via wifi. 2. School does have a robust firewall and filter programme that is monitored by the IT lead in school. 3. The system is monitored for repeat usage and also the School/Trust ICT team monitors the system and sends reports. 4. Parents have been invited to an online safety evening and prevention of exploitation sessions. 5. School has adopted the Trust IT Acceptable Use Policy. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Aut 2020</p> <p>Yes</p>	



6	<p>Site Security</p> <ol style="list-style-type: none">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? Are dangerous substances kept and stored on site?4. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?3. 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?	<ol style="list-style-type: none">1. The safeguarding policy and practice, start of day and end of day arrangements are robust and monitored termly by the Safeguarding Governor.2. Governors, staff and visitors to school have their own lanyards that clearly denote who they are. All visitors will be asked to show ID and only gain access if they are known to school. Dangerous substances involved with cleaning are kept on site, in a locked cupboard in the Site Managers room.4. All leaflets externally generated are shown to the HT for permission to distribute.5. All offsite activities are risk assessed thoroughly as part of the EVOLVE trip submission process.3. When there have been potentially difficult situations in the locality we have worked with Police and local elected officials to minimise impact on children and staff.	<p>Ongoing</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	
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7	<p><u>Safeguarding</u></p> <ol style="list-style-type: none"> 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? 		<ol style="list-style-type: none"> 1. Safeguarding policy has been updated to reflect PREVENT. 2. All staff are trained to the highest degree in safeguarding, and this will be maintained in relation to PREVENT (and should it be required, 'Channel'). 	<p>Yes Yes</p>	
8	<p><u>Communications</u></p> <ol style="list-style-type: none"> 1. Is the school's Prevent Lead and their role widely known across the school? 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? 		<ol style="list-style-type: none"> 1. All Gobs, staff and parents know that the HT is the Prevent lead. 2. All staff and Gobs have completed the prevent awareness online module and been certificated. 3. The HT is aware of who to share information with in terms of 'Prevent'. 	<p>Yes Yes Yes</p>	
9	<p><u>Incident Management</u></p> <ol style="list-style-type: none"> 1. Does the school have a critical incident management plan which is capable of dealing 		<ol style="list-style-type: none"> 1. The school has a critical incident management procedure. This is detailed in the Major Incident Policy in school. 2. The HT would be expected to lead in the case of an incident. 	<p>June 2020</p>	



	<p>with terrorist related issues?</p> <ol style="list-style-type: none"> 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 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? 		<ol style="list-style-type: none"> 3. The HT would work with the LA media dept in terms of publicised responses. 		
10	<p>Staff and Volunteers</p> <ol style="list-style-type: none"> 1. Does awareness training extend to sub-contracted staff and volunteers? 2. Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers? 		<ol style="list-style-type: none"> 1. All staff and volunteers are subject to rigorous, ongoing safeguarding checks including annual Declaration of Disqualification and all other checks in line with Safer Recruitment Policy and Procedures. 2. The HT is proactive in supporting staff and children pastorally; The HT coaches staff on a weekly basis. 3. The HT ensures that staff are insured for illness and that HR and OHU support staff who may be vulnerable. 	Ongoing	



11	Curriculum 1. Does the school 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?		1. The school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children through both the explicit curriculum.	Ongoing	
	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 expressed that are contrary to fundamental British values and promotion of community cohesion?		2. School actively promotes community cohesion and works closely with all stakeholders bringing the community together 3. The HT, with the full backing of the Governors, provides appropriate guidance and challenge to parents, staff and pupils who express racist, extremist, homophobic, or other views/opinions contrary to the inclusive values promoted by the school. These are instilled in the curriculum and the ethos of the school. They are monitored by Ofsted through its inspections.	Any incidents are recorded and collected by HT	