Prevent Action Plan Template 2021-2022

Under the 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.					Familiarise staff with the school's safeguarding policy and radicalisation and the Channel process are included within it. Staff training around the policy. Make staff aware of the implications of the Prevent duty in schools.		
	Staff are unaware of school procedure for handling concerns. Or, staff are reluctant to raise					Staff training around safeguarding policy to ensure that they are comfortable sharing concerns around radicalisation and extremism and they are aware of how to do so.		

	concerns in relation to extremism/ radicalisation.							
	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. Sub-contractors required to understand Prevent and extremism and radicalisation risks		
Leadership / Organisational Values	Staff are not aware/ do not subscribe to the ethos/values of the school					Review recruitment and induction programmes and ongoing staff development to ensure they reflect the values of the school.		
	A whole school approach to British Values is not taken					The inclusion of British values within the schools ethos/ mission statement. Actively promote of British values at leadership level.		

	Lack of leadership ownership of extremism/ radicalisation concerns and lack of leadership oversight					Appoint key individuals (governors, management) with responsibility for safeguarding, and understanding risks around radicalisation/ extremism Arrange suitable training on extremism and radicalisation for Governors		
	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. Develop action plan to ensure a proportionate response to those risks		
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. Utilise existing safeguarding referral pathways		
	School unaware of how to access statutory assistance to support vulnerable individuals					Develop links between schools and external partners including LSCB and LA Prevent teams.		
	School has limited access to resources/ best practice.					Utilise existing links with local schools to share information and 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					Inclusion of the Prevent duty within ICT code of conduct. Ensure firewalls and online security measures are in place to ensure		

	school facilities and servers. Or, in the course of undertaking legitimate research, pupils are exposed to extremist content or material online.					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. Relevant staff undertake awareness training, so that they are aware of what extremist material looks like.		
	Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premises.					Development of robust visitors' policies to ensure that schools do not inadvertently host events or speakers supportive of or conducive to extremism. 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 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 educations providers and out of hours providers.		

						Adequate measures are put in place to monitor the groups adherence to this policy		
	Ineffective oversight of prayer facilities.						Prayer facilities are equally available to students from all faiths. Establish rules around the use of such facilities, 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.		