



### Prevent Action Plan 2022-2023

Under the Prevent Duty, all specified bodies, including schools, 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’.

<b>School</b>	Headlands School
<b>Safeguarding Lead</b>	Fran Westcott
<b>Date of Assessment</b>	September 2022
<b>Date for Review</b>	September 2023

<b>Risk Area</b>	<b>Hazard</b>	<b>Severity (A) 1-5</b>	<b>Likelihood (B) 1-5</b>	<b>Risk Rating A x B</b>	<b>Proposed Actions</b>	<b>Who</b>	<b>Deadline</b>
Safeguarding	Staff are unaware of the Prevent agenda, or of radicalisation and extremism as safeguarding issues.	5	1	5	Annual staff reminder on September Training Day with radicalisation and the Channel process included within it. Staff training around the schools Safeguarding Policy. Make staff aware of the implications of the Prevent Duty in schools.	BBR	Sept 2022
	Staff are unaware of school procedure for handling concerns. Or, staff are reluctant to raise concerns in relation	5	1	5	Annual staff training around Safeguarding Policy to ensure that they are comfortable sharing concerns around radicalisation and extremism	BBR	Sept 2022

	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	5	1	5	Staff attend an education WRAP training session, to increase their understanding of vulnerabilities and the risks around radicalisation.	FWE	July 2023
	Staff do not feel confident about raising concerns about risks to students safety.	5	1	5	Inclusion of a whistleblowing mechanism within the safeguarding process.	BBR	Sept 2022
Leadership / Organisational Values	Staff are not aware / do not subscribe to the ethos/values of the school	5	1	5	Review recruitment and induction programmes and ongoing staff development to ensure they reflect the values of the school.	SBO	Sept 2022
	A whole school approach to British Values is not taken	5	1	5	The inclusion of British Values within the school's ethos. Actively promote British Values at Leadership level.	SBO	Sept 2022
	Lack of leadership ownership of extremism / radicalisation concerns and lack of leadership oversight	5	1	5	Appoint key individuals (governors, management) with responsibility for safeguarding, and understanding risks around radicalisation / extremism. Arrange suitable training on extremism and radicalisation for Governors	SBO	Sept 2022
	Compliance with the Prevent Duty is unsatisfactory	5	1	5	Completion of risk assessment in relation to vulnerable students, where necessary.	BBR	Ongoing
Partnership	Ineffective process and lack of coordination around sharing of concerns re:	5	1	5	Staff are aware of internal use of CPOMS for radicalisation / extremism concerns and enquiries.	BBR	Sept 2022

	radicalisation and extremism.						
	School unaware of how to access statutory assistance to support vulnerable individuals	5	1	5	Develop links between schools and external partners including ERSCP and LA Prevent/ Channel teams.	BBR	Sept 2022
Teaching & Learning	British Values are considered only superficially with no opportunity within the school for students to engage and / or experience them.	5	1	5	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. Students 'acceptance and engagement' with British Values developed through opportunities to practically experience how the Values might apply in day today life, for example, through mock elections, a School Council or visits to faith institutions.	GRO	Sept 2022
	There are known risks of radicalisation in relation to school - aged children and young people are may be more susceptible to extremist messaging.	5	1	5	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	JRE	Sept 2022

					example, by considering its origin, and that students understand why it is important to do so.		
School Environment	Students are accessing inappropriate or extremist content online, using school facilities and servers. Or, in the course of undertaking legitimate research, students are exposed to extremist content or material online.	5	1	5	Inclusion of the Prevent Duty within ICT Code of Conduct. Ensure firewalls and online security measures are in place to ensure that students cannot access extremist or inappropriate content. Where websites, such as YouTube, are permitted for the purpose of learning, but are used by students 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.	LDD	Sept 2022
	Visitor Policy does not effectively mitigate the risk of extremists attending or hosting events on school premises.	5	1	5	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.	HKE	Sept 2022

	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.	SFA	Sept 2022
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