

Prevent Duty Risk Assessment/Action Plan Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club 2025-26

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

<u>No.</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>RAG</u>
1	<u>LEADERSHIP</u> Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"? ☐ Governors ☐ SLT ☐ Staff ☐ Safeguarding team	N	1. All staff and governors have completed the online awareness training on induction and certificates are kept by admin team. Refresher will be completed by Dec 2025. 2. All parents are reminded about the PREVENT agenda routinely through school newsletter, most recent October 2025. Parents are encouraged to access the Home Office online Prevent awareness training and Educate Against Hate resources. Pupil workshops reinforce safe online behaviour and critical thinking around misinformation. 3. The 175 Safeguarding Audit, updated annually by the school safeguarding team, reflects PREVENT and other national updates (most recent was Sept 2025) 4. The safeguarding policy updated and adopted by Governors and is on the website and reflects 'PREVENT'. 5. All staff received safeguarding refresher training, with KCSiE updated, September 2025.	Green

			6. Information on 'PREVENT' is on the school website. 7. The school recognises the PREVENT theme of reducing permissive environments - ensuring that all aspects of school culture, communication, and curriculum discourage tolerance of extremist narratives or ideologies.	
2	<u>Partnership</u> 1) Is there active engagement from the school/setting's Governors, SMT, managers and leaders? 2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP) 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?	N	1) Governors and staff provided with termly safeguarding updates by Headteacher during FGB meetings and through the HT Report. 2) The SPOC for Woodlands is the Safeguarding Lead, Alice Morphet. HT is responsible for oversight of the Prevent Action Plan and update to SLT, staff and Govs. Also, for liaison with the SPOC for CWAC. 3) Safeguarding policy has been updated and is on the website Sept 2025. 4) Prevent actions are proportionate to local risks and aligned with the CWAC Prevent Strategy and local Counter-Terrorism Policing advice.	Green
3	<u>Staff Training</u> Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the school 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	N	1. School takes diversity and equality very seriously. For example, we share British Values in our SMSC teaching, through the newsletters, through assemblies, charity support driven by children, events arranged in conjunction with the local Methodist Church. 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. 2. As a direct result of the depth and breadth of the training and information about PREVENT delivered and/or sourced by the HT	Green

	3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response		and Safeguarding team, 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 AHT, as the SPOC, is fully aware of the actions to take and who to contact in the event of a concern. 4. All staff are aware of the 'Notice, Check, Share' procedure when responding to all safeguarding concerns, including Prevent concerns, and know how to access Channel support where appropriate through the Safeguarding Team and as a result of training.	
4	<u>Welfare and pastoral support</u> 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? 4) Does the pastoral support reflect the student demographic and need?	N	1. School has a robust pastoral provision underpinned by the SEND and Behaviour for Learning policies, updated annually, and supported by the HT, DHT and AHT. We support children's pastoral needs through having trained ELSA TAs who will work with children who are vulnerable. We work closely with external agencies to support families at risk and vulnerable families in many respects and start this, with our newest nursery provision, at 9 months old. DHT and DSL/AHT and DDSL/LSM attend supervision sessions with the SCP and issues can be, and are, raised in that forum for discussion and support. 2. Key members of the SLT, through their monitoring schedule, and half termly Safeguarding Supervision sessions with the CWSCP, monitor effectiveness of pastoral support and interventions. Governors who monitor scope of and effectiveness of policies and practice in school that support equality and welfare, and these are reported on through committee meetings and also	Green

			FGB meetings as appropriate. 3. A portion of our PP budget and also our core budget is spent on vulnerabilities that reflect the demographic and upholding British Values and tolerance. 4. Key members of staff and governors have had up-to-date safeguarding L3 training or are booked to do it during the academic year as places permit. 5. The school recognises the Prevent theme of reducing permissive environments - ensuring that all aspects of school culture, communication, and curriculum discourage tolerance of extremist narratives or ideologies.	
5	<u>Safety Online</u> 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	1. The IT Acceptable Use policy does contain specific reference to the PREVENT duty, and has been ratified by Governors, which also includes reference to use of own devices via wi-fi. 2. Staff use Project Evolve to deliver lessons relating to online safety. 3. Online radicalisation and misinformation awareness are explicitly taught through the online safety and PSHE curriculum, with age-appropriate resources from Educate Against Hate and LGfL.	Green
6	<u>Site Security</u> 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? 3) Are dangerous substances kept and stored on	N	1. The safeguarding policy and practice, start of day and end of day arrangements are robust and monitored regularly by the SLT, and governors. 2. Governors have their own lanyards/PTA have their own lanyards that clearly denote who they are. All visitors who have an appointment are requested to show DBS in addition to ID in	Green

	site? 4) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 5) 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?		advance and any who are impromptu will be asked to show ID and only gain access if they are known to school. 3. No dangerous substances are kept on site. 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.	
7	<u>Safeguarding</u> 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?		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').	
8	<u>Communications</u> 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?	N	1. All Gobs, staff and parents know that the AHT is the Prevent lead as part of their role as DSL. 2. All junior pupils will be trained in Prevent through assembly. All staff and Gobs have completed the Home Office prevent awareness online module and been certificated. 3. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.	Green

9	<u>Incident Management</u> 1) Does the school have a critical incident management plan which is capable of dealing with terrorist related issues? 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?	N	1. The school has a critical incident management procedure and a business continuity plan. 2. The HT would be expected to lead in the case of an incident. 3. The HT would work with the LA media dept in terms of publicised responses.	Green
10	<u>Staff and Volunteers</u> 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?	N	1. Awareness training extends to the breakfast and afterschool club, and Governors. 2. The HT is proactive in supporting staff and children pastorally. The HT ensures that staff are insured for illness and that HR and OHU support staff who may be vulnerable.	Green
11	<u>Curriculum</u> 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? 2) Does the school deliver training that helps develop critical thinking skills around the power of	N	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 and the 'hidden' one, assembly, celebration days, visitors, display, newsletter, PTA and community work, twitter feed etc. 2. School uses the curriculum to develop critical and reflective thinking, tolerance and acceptance and British Values.	Green

	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?		3. School actively promotes community cohesion and works closely with all stakeholders bringing the community together. 4. 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 and instilled in the curriculum under the heading 'British Values', and monitored by Ofsted through its inspections.	
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This action plan will be reviewed termly by the DSL and Headteacher, and annually by Governors, ensuring updates align with any Home Office or CWAC Prevent Board revisions