



PREVENT DUTY | RISK ASSESSMENT/ACTION PLAN 2026-2028

(Building on from 2022-2024 and 2024-2026 Action Plan)

Prevent Vulnerability / Risk Area	Risk Y/N	Action taken / already in place to mitigate / address risk	Owner	When	RAG
1.) Leadership					
Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? - Board of Governors - SLT - Staff	N	Prevent duty is built into our safeguarding arrangements. Staff and children are aware of their prevent duty (at their level) and due to effective training, know how to recognise radicalisation and what to do if they have a concern. School works closely with LCC Safeguarding Team, the Police and external consultants to ensure responsibilities are fulfilled.	NG	On going 7 minute briefing Oct 2026	A
Further actions for next period 1.) Year 5 and Year 6 – check where this happens in the PSHE curriculum 2.) SLT – agenda item Autumn 2025 3.) DSLs – check to see if there is any further training in this area.					
2.) Recruitment and Vetting					
- Safer Recruitment - How are governors/ staff vetted/recruited - Is there a code of conduct that governors/staff are	N	Some staff have the safer recruitment training. To increase this number and review dates of all staff	NG	July 2025	G

expected to adhere to? • Are training policies around Prevent in place • Are National Governance Guidelines followed		Look at governor induction – ensure PREVENT is on the induction list Review Prevent Policy			
Further actions for next period N/A new area from planning document					
3.) Partnership					
• Is there active engagement from the school's Governors, SLT, middle leaders and staff? • Does the school have an identified single point of contact (SPOC) in relation to Prevent? • Does the school engage with the Prevent staff in Local Authority (Prevent Education Officer), Primary/Secondary Prevent Forums (via PEO), Channel Panel(as required), LADO meetings (as required) • Prevent Training/CPD provided by Local Authority		Headteacher provided with briefing by external consultant October 2021. One SLT members has also been WRAP trained by the Police. Policy and practice agreed.	NG	July 2023	G
		The Prevent Lead and the Designated Safeguarding Lead is Nicky Gomersall (HT)	NG	Dec 2022	G
		She is responsible for oversight of the Prevent Action Plan & update to SLT / governors. School works with Channel WRAP and external advisors when updating policy and procedures and receives regular updates about current issues / trends .	NG	Dec 2022	G
Further actions for next period 1.) Complete the Lancashire Schools Prevent Audit & Planning Tool for all areas 2.) WRAP training for all SLT					
4.) Staff Training (CPD)					
Do all staff have sufficient knowledge and confidence to: • exemplify British Values in their leadership, teaching and through general behaviours in the school • understand the factors that make students vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism • 3) Do staff understand Channel, what it is and how to make a referral?		i. All staff have sufficient knowledge and confidence to exemplify British Values. This is the core of the ethos of our school. All staff and children at Queen’s Drive have adopted a set of values which are woven through everything we do at school. British Values are also taught in each class through Monday assemblies with HT and all subject areas and children are given the time to discuss / reflect / compare and contrast to deepen their	NG	Dec 2022	G
			All staff	June 2023	G

• 4) Are staff aware of communication policies with DSL/ Prevent SPOC for advice & consideration prior to making a referral?		understanding and appreciation of British Values. Classes follow Picture News in class assemblies	All staff	January 2023	G
		ii. Staff have received thorough training which has given them the understanding needed to both recognise and challenge extremist ideas. iii. All staff are trained bi-annually by external experts followed up by school leadership. (Some not completed – bi-annual training) They are included in action planning.	All staff	Sept 2025	G
Further actions for next period 1.) Check all training and points on the Planning Tool					
5.) Welfare and pastoral support					
i. Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution? ii. Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?		i. Pastoral care is provided by the Pastoral Team and is highly effective.	CS/BB/CJ	January 2023	G
		ii. The headteacher meets with the pastoral team on a half-termly basis to ensure this provision is appropriate and effective and to discuss outcome of discussions in order to look for patterns / trends / training needs and curriculum intervention.	NG and pastoral team	January 2023	G
6.) Speakers and Events					
i. Is there an effective policy/framework for managing speaker requests? ii. Is it well communicated to staff/students and complied with? iii. Is there a policy/framework for managing school events i.e. charity events? Are out of school events which are supported, endorsed, funded or organised through the institution subject to policy/framework?		A framework is in place and this is led by the Headteacher.			
		i. The visitor policy has clear guidelines for speakers and what they can and can't talk about including radical information.	NG	October 2026	A
		ii. The policy will be created with staff and therefore communicated with them. Currently, this is done verbally by the Headteacher.	SLT	October 2026	A
		iii. The written policy / framework needs to be created. This will be reviewed once the policy	SLT	October 2026	A

		has been created. Currently this is at the discretion of the Headteacher.			
7.) Safety online					
i. 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?		School has a detailed Online Safety Policy along with acceptable user policies. Although our IT and internet use 'practise' fulfils the prevent duty.	NG/JL	March 2026	G
ii. Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?		ii. Firewall and filtering in place through LCC	JL/Bowkers	March 2026	G
iii. Does this also include the use of using their own devices via Wi-Fi?		iii. Firewall applies to all devices that use the school's Wi-Fi	JL/Bowkers	March 2026	G
iv. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?		iv. There is a manual system to identify serious, repeated breaches via an electronic system.	JL	March 2026	G
8.) Site Security					
i. Are there effective arrangements in place to manage access to the site by visitors and nonstudents/staff?		i. Arrangements in place- InVentry system used. There is a clear procedure for access to the building which forms part of all staff, governor, volunteer and student inductions.	NG	Jan 2023	G
ii. Is there a policy regarding the wearing of ID on site? Is it enforced?		ii. Policy for wearing of ID in place. All visitors and staff need to wear ID provided by the office at all times. Children also know this.	NG	Jan 2023	G
iii. Are dangerous substances kept and stored on site?		iii. Dangerous substances kept and stored safely according to COSHH and risk assessments	NG	Jan 2023	G
iv. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?		iv. Policy for publicising materials in place	NG	Jan 2023	G
9.) Safeguarding					
i. Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?		i. The Prevent Duty is part of the school's Safeguarding and Child Protection Policy	NG	Sept 2026	G
ii. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?		ii. All staff are fully trained in house, by external providers and by the Police (WRAP) or external consultant	NG	On going checked Sept 2026	G
			NG		G

iii. Does the institution utilise Channel WRAP Police as a support mechanism in cases of radicalisation and extremism?		iii. Channel WRAP is used by the school as well as http://www.preventforschools.org/index.php?category_id=-1	NG	Jan 2023	G
iv. Does the institution have a policy regarding referral to Channel Wrap identifying a recognised pathway and threshold for referral?		iv. Policy for referral to Channel WRAP in place and monitored by Headteacher		May 2025	G
10.) Communications					
i. Is the institution Prevent Lead and their role widely known across the school?		i. The whole school knows that the DSL is also the Prevent Lead. All staff know who the DSL is.	NG	Sept 2026	G
ii. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?		ii. Staff are made aware through training and ongoing discussion / staff meetings. Children are made aware at their level through PSHE and in a cross curricular way through teaching and learning in all subjects.	NG	Sept 2026	G
iii. Are there information sharing protocols in place to facilitate information sharing with Prevent partners?		iii. Information sharing protocol made clear in the school's Safeguarding and Child Protection Policy	NG	Sept 2026	G
11.) Incident management					
i. Does the school have a critical incident management plan which is capable of dealing terrorist related issues?		i. Management plan in place and understood.	NG	March 2026	G
ii. Is a suitably trained and informed person identified to lead on the response to such an incident?		ii. SLT are familiar with serious event protocol to deal with terrorist related issues.	SLT	""	G
iii. Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?		iii. School has a 'Dealing with the Media' section within school emergency planning policy which states clearly the process for dealing with the media if such an event were to occur.	NG	""	G
iv. 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?		iv. Arrangements in place to deal with tensions on or off site. Risk assessments always completed to minimise the likelihood of this happening.	SLT	""	G

v. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?		v. This is done through PSHCE teaching or on a 1:1 with children if an issue has arisen. School has a pastoral team to work with children who we feel need extra time to discuss their feelings / concerns. Staff are a part of a supportive but rigorous appraisal and performance management system.	MN	""	G
12.) Welfare and pastoral support					
i. Does awareness training extend to sub-contracted staff and volunteers?		i. Awareness training is explained to all people who work in the school (voluntary or paid) as part of our safeguarding induction.	NG	Sept 2026	G
II. Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?		ii. The ethos within the school is such that all concerns are reported without fear of repercussion from other members of staff or volunteers. Staff look after each other and report worries / concerns they have. Concerns are acted upon immediately and effectively. School has a line management system where every individual and volunteer is monitored and has the appropriate channel to report concerns.	NG	Sept 2026	G