**Prevent Duty Risk Assessment/Action Plan**

**Wimbledon High School**

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| **No.** | **Prevent Vulnerability/Risk Area** | **Risk Y/N** | **Action taken/already in place to mitigate/address risk** | **Owner** | **When** |
| 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 | |   SMT | |   Staff | |   Student Union | |   Safeguarding team | |  | Chair of governors attended full staff Prevent Training  Governors (Junior & Senior) for Safeguarding had one-on-one training with DSL  SMT & staff have all attend staff Prevent training and receive regular updates from DSL,including training on recent changes to KCSiE, FGM and online channel training  Students have BV talks with PC Mann in Y8 & 11, immigration assembly, opportunities to discuss radicalisation as part of PSHE, debating club and RS. | BCT  BCT  BCT  BCT | Oct 2015  Sept 2019  Ongoing  Ongoing |
| 2 | |  | | --- | | **Partnership** | | 1) Is there active engagement from the institution's Governors, SMT, managers and leaders? | | 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? | | 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level? | | Y | 1. Yes, as above 2. The Prevent Lead for WHS is the Safeguarding Lead BCT. He is responsible for oversight of the Prevent Action Plan & update to SMT. 3. The Prevent Lead is familiar with both Local Authority and Police Prevent Leads. The school works very closely with both PC Tim Mann and PC Matt Tarrant. | BCT | Ongoing |
| 3 | |  | | --- | | **Staff Training** | | Do all staff have sufficient knowledge and confidence to: | | 1) exemplify British Values in their management, teaching and through general behaviours in the institution | | 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 | | 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response | |  | 1. BV is central to our work, within and outside of the classroom, and is included on our lesson planning forms for many departments. All assemblies and PSHE sessions seek as far as possible to reflect British Values and are tracked as such. Pupil and staff voice is very important and debate is encouraged both formally (Debating Matters, MUN, School Council and sub-committees) and informally (Pupil Pastoral Voice, Question Time), and there are regular fora to express opinions both online and in person. The BV audit also ensured that all departments have BV embedded into their schemes of work. 2. Through training and liaison with local prevent team; channel online training; ongoing safeguarding updates and training. 3. As above. | BCT | Ongoing |
| 4 | |  | | --- | | **Welfare, pastoral and Chaplaincy support** | | 1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?  2) Does the institution have chaplaincy provision or is this support signposted locally or brought in? 3) Are there adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?  4) Does the chaplaincy support reflect the student demographic and need? | |  | 1. The pastoral care is outstanding. 2. As a non-denominational school we do not have a chaplaincy provision. We do however have connections and services with the church next door, as well as larger services in another local church. We are continuing to further explore relationships with leaders of different faiths to ensure inclusion and plurality of ideas amongst pupils and staff 3. NA | BCT |  |
| 5 | **Speakers and Events**   1. Is there an effective policy/framework for managing speaker requests? 2. Is it well communicated to staff/students and complied with? 3. Is there a policy/framework for managing on campus events i.e. charity events? 4. Are off campus events which are supported, endorsed, funded or organised through the institution (including Students’ Union) subject to policy/framework? |  | 1. Yes – we have a prevent speaker risk assessment 2. Yes, via firefly, with many reminders 3. Yes, we run risk assessments and our charities are well researched and monitored by the charities co-ordinator 4. Yes, we run risk assessments on all trips and these are monitored by our trips co-ordinator | BCT | Ongoing |
| 6 | **Safety Online**   1. Does the institution 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 institution employ filtering/firewall systems 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? 4. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy? |  | 1. Yes 2. Yes – the Trust uses Websense 3. Yes 4. Yes, to the Trust | BCT/RE |  |
| 7 | **Prayer and Faith Facilities**   1. Does the institution have prayer facilities? 2. Are there good governance and management procedures in place in respect of activities and space in these facilities? |  | 1. No 2. NA |  |  |
| 8 | **Campus Security**   1. Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff? 2. Is there a policy regarding the wearing of ID on campus? Is it enforced? |  | 1. Yes, we have just increased site security with both gating and man-presence 2. Yes; yes all staff wear lanyards, as do visitors | DfO | Ongoing |
| 9 | **Safeguarding**   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? 3. Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? 4. Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? |  | 1. Yes 2. Yes 3. Yes 4. Yes | BCT | Ongoing |
| 10 | **Communications**   1. Is the institution Prevent Lead and their role widely known across the institution? 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? |  | 1. Yes 2. Yes, via firefly, PSHE and training updates 3. Yes, through GDST and also contacts with local Prevent team. | BCT | Ongoing |
| 11 | **Incident Management**   1. Does the institution have a critical incident management plan which is capable of dealing 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? |  | 1. Yes – see critical incidents policy 2. Yes, DfO 3. Yes. Director of Marketing | DfO & RB | Ongoing |
| 12 | **Staff and Volunteers**   1. Does awareness training extend to sub-contracted staff and volunteers? 2. Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers? |  | 1. Yes, via safeguarding policy 2. Yes. | BCT/ KM | Ongoing |
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