



## Harvey Road Primary School PREVENT Audit and Action Plan 2019/2020

Harvey Road Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent lead is the Headteacher.

In order to meet this requirement, the school has undertaken a PREVENT audit and set an action plan to address any gaps.

### Actions:

Audit Area	Risk	Action	Completion Date
Are senior leaders, teachers and governors aware of any risks associated with any forms of extremism and radicalisation in the local area?	While we understand the local area risks based on our own local knowledge, we've no formal awareness.	<ul style="list-style-type: none"> <li>Contact local PREVENT team to see if they can provide information</li> <li>Talk to local PSCO about any current issues in the area</li> </ul>	Summer Term 2019. <b>Task to be carried out annually</b> <b>COMPLETED</b>
Do we have a local understanding of what key issues are regarding radicalisation and extremism	The school's practices do not reflect the needs of its community	<ul style="list-style-type: none"> <li>Make annual contact with the local police in order to identify local issues</li> <li>Staff informed of local issues</li> <li>Training made available to staff if necessary</li> </ul>	Spring term 2019 <b>COMPLETED</b>
Have we established clear protocols to ensure that any visiting speakers are suitable and appropriately supervised?	While we've a procedure of having a SLT member at all assemblies etc where external speakers are present, we have no policy around protocols or basic background checking those speakers.	<ul style="list-style-type: none"> <li>Find and adopt suitable policy</li> <li>Share policy with all staff</li> </ul>	Spring Term, 2020
Write a procedure so that all staff know how to make a referral where there are concerns relating to either a child or adult Include guidance on how to manage a referral from an adult who is not a member of staff	School procedures are not as robust as they could be	<ul style="list-style-type: none"> <li>Lead governor and headteacher to write procedure</li> <li>Pro forma produced</li> </ul>	December 2019 <b>COMPLETED (November 2019)</b>

**Audit:**

Responsibility under Prevent	Yes	No	In progress	Evidence
Is our curriculum broad, balanced and relevant? Does it provide opportunities for pupils to develop the attitudes and skills they need for life in modern Britain?	●			The 'Promoting British Values' policy and comprehensive curriculum plan outlines the areas in which HRS provides British Values/Prevent related curricula items.
Are there opportunities in the curriculum and elsewhere for pupils to discuss controversial and sensitive issues? For example, extremism, terrorism, political violence.	●			Via the PSHE curriculum programme
Do we ensure that pupils value and respect different faiths and beliefs? How?	●			Visitors to assemblies who discuss different faiths and religious practices. Annual 'Thanks for Thinking' day where speakers share their views and experiences from many different faiths. Languages Festival. Roko 20 Partnership.
Is there a member of staff with specific responsibility for SMSC and British values? What do they do to ensure this work is embedded across the school?	●			The Headteacher has the specific responsibility for SMSC and British Values.
Are senior leaders, teachers and governors aware of any risks associated with any forms of extremism and radicalisation in the local area?	●			East of England has active far right nationalist groups, with Luton being the birthplace of the English Defence League. Watford has a high crime rate, with the highest recorded level of hate crimes in Hertfordshire.  <b>Contact with the local Police and PREVENT team hasn't indicated any specific local risks.</b>
Can we demonstrate evidence of co-operation with local Prevent coordinators/the police/local authority, and other relevant agencies?	●			<b>Contact has been made with the local Police and PREVENT team regarding PREVENT materials and local risks.</b>

Have governors and school staff received training on the Prevent duty? Has this been recorded? Where?	●			HT, DHT and 2x Governors attended WRAP training. Records of attendance held by school office. Staff awareness raised by SLT at school.
Did this training include guidance on identifying pupils at risk of being drawn into terrorism, and challenging extremist ideas?	●			WRAP training didn't provide adequate material around identifying pupils at risk at a primary level.  <b>To fill this gap the school teaching staff have completed the 'Channel General Awareness' package:</b> <a href="http://course.ncalt.com/Channel_General_Awareness">http://course.ncalt.com/Channel_General_Awareness</a>
Do staff understand when to make referrals when there are issues concerning radicalisation and/or extremism?	●			Within the induction of the PREVENT programme, staff were able to discuss when it would be appropriate to make a referral.
Are school staff mindful of their duty to present a balanced view of political issues and prevent political indoctrination?	●			The teaching policy ensures that a broad and balanced curriculum is delivered.
Have we updated relevant policies (e.g. safeguarding, IT) to take the Prevent duty into account?	●			All policies use the latest County model, which includes the Prevent duty.
Are we aware of the requirements around sharing personal information set out in the Prevent duty?	●			<b>The Prevent duty has some specific requirements set out in Annex A: Sharing information with partners. This has been reviewed, and will be referenced before any sharing takes place.</b>
Do we check attendance and exclusions data to ensure that pupils are being monitored for any early signs of absenteeism or behaviour that could be linked to radicalisation?	●			Although children from different religious backgrounds have a right to certain holidays outside of school holidays, every child is carefully monitored to ensure that they are not having excessive periods out of school without there being due cause.
Do we monitor and review patterns of bullying, and respond to all types of prejudice-related incidents and derogatory language?	●			Termly review of incidents in HT report to FGB.
Have we applied appropriate internet filters to ensure that pupils are safe from terrorist and extremist material when accessing the internet?	●			Using County internet service which applies appropriate filters.

Have we established clear protocols to ensure that any visiting speakers are suitable and appropriately supervised?			●	The Headteacher or senior member of staff is always present during an assembly which is being presented by a visitor.
Do we consult pupils on their views about the school, as well as issues such as bullying and derogatory language?			●	We have a regular pupil questionnaire, however we should look to expand of the questions asked around British Values and Prevent.
Can pupils understand and respond to risks associated with radicalisation and extremism? Are they aware of the support available to them?	●			Through the Worry Boxes (in every classroom) and our explicit discussions with children so that they always know of an adult they could talk to, we are able to ensure that children can discuss these issues should they arise.

[Prevent duty guidance, GOV.UK – Home Office](#)

[The Prevent duty: departmental advice for schools and childcare providers, GOV.UK – Department for Education \(DfE\) \(Adobe pdf file\)](#)

[Inspecting safeguarding in early years, education and skills from September 2015, GOV.UK – Ofsted](#)