



Abbots Langley Primary School PREVENT Audit and Action Plan 2017/2018

Abbots Langley 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 Head Teacher.

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	By whom / When due
Have governors and school staff received training on the Prevent duty? Has this been recorded? Where?	Staff have been trained but not all governors	<ul style="list-style-type: none"> Ensure Governors are booked on training 	Office to check records up to date by end of Autumn 2017
Are we aware of the requirements around sharing personal information set out in the Prevent duty?	The audit document used highlight possible addition requirements around sharing personal information.	<p>See HFL channel referral form v2</p> <p>Referral form to be shared with staff and stored in the staffroom – end of the Autumn Term 2017.</p>	By end of Autumn 2017
Do we consult pupils on their views about the school, as well as issues such as bullying and derogatory language?	Not knowing issues affecting pupils	Pupil questionnaire to be put in place including questions asked around British Values and Prevent.	Spring Term 18.

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?	●			British values are incorporated into the curriculum and assemblies are often linked to British values.
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 and class assembly time.
Do we ensure that pupils value and respect different faiths and beliefs? How?	●			Visitors to assemblies who discuss different faiths and religious practices Visits to different places of worship. Children are made aware of a variety of religious festivals.
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. Head teacher and key stage assemblies touch upon British values and SMSC. PSHE scheme.
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. Contact with the local Police and PREVENT team hasn't indicated any specific local risks.
Can we demonstrate evidence of co-operation with local Prevent coordinators/the police/local authority, and other relevant agencies?	●			Contact has been made with the local Police and PREVENT team regarding PREVENT materials and local risks.

Have governors and school staff received training on the Prevent duty? Has this been recorded? Where?			●	Records of attendance held by school office. Staff awareness raised by SLT at school. Governors are completing their training.
Did this training include guidance on identifying pupils at risk of being drawn into terrorism, and challenging extremist ideas?	●			
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?			●	See HFL channel referral form v2 Referral form to be shared with staff and stored in the staffroom – end of the Autumn Term 2017.
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?	●			A 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?			●	Pupil questionnaire to be put in place including questions asked around British Values and Prevent. We use school council as a platform for pupils to share their views.
Can pupils understand and respond to risks associated with radicalisation and extremism? Are they aware of the support available to them?	●			Children have had a protective behaviors session and there are posters on every classroom door to highlight adults that class feel they can talk to. They also have an individual hand in which they have highlighted adults they feel comfortable talking to.

[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](#)

CHANNEL REFERRAL FORM

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address		Referral Date
Telephone number		
Author	Organisation	
Contact Details		

This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.

What is the behaviour / occurrence that has led you to make this referral

Assessment	Comment / Evidence
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Desire for change	

From what you know of the referral:

Faith / ideology

Are they new to a particular faith / faith strand? What was the context of their conversion?

Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

Personal / emotional / social issues

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for change

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?