

# Prevent Action Plan 2024 – 2025

## ISP Whitstable



**Approved by:** Governing Body

**Date:** July 2024

**Last reviewed on:** July 2024

**Next review due by:** July 2025

## Prevent Risk Assessment 2024-2025

There are five areas which schools are inspected on:

1. Overall effectiveness: the quality of education provided in the school
2. Quality of leadership in and management of the school
3. The behaviour and safety of pupils at the school
4. Quality of teaching in the school
5. Achievement of pupils at the school

The first three areas are very relevant to Prevent (P) and Hate (H) crime and are clearly mentioned within the framework for inspections. The table below highlights what we as ISP School need to be demonstrating we are doing or working towards.

Inspection Area	What Schools Need to Demonstrate
Overall effectiveness: the quality of education provided in the school	<p><b>Defining spiritual, moral, social and cultural development</b></p> <p><b>The spiritual development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>•ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values (P)</li> </ul> <p><b>The moral development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>•ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England (H&amp;P)</li> <li>•interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues (H&amp;P)</li> </ul> <p><b>The social development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>•use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic background (H&amp;P)</li> <li>•acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils</li> </ul>

	<p>develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (P)</p> <p>Guidance on promoting fundamental British values in schools is available at:  <a href="https://www.gov.uk/government/news/guidance-on-promoting-british-values-inschools-published">https://www.gov.uk/government/news/guidance-on-promoting-british-values-inschools-published</a></p> <p><b>The cultural development of pupils is shown by their:</b></p> <ul style="list-style-type: none"> <li>•understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others (P)</li> <li>•understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (P)</li> <li>•interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (H&amp;P)</li> </ul>
<p>Quality of leadership in and management of the school</p>	<p><b>Inspectors should consider how well leadership and management ensure that the curriculum:</b></p> <ul style="list-style-type: none"> <li>•actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (P)</li> <li>•promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics ) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extracurricular activity and volunteering within their local community (P&amp;H)</li> </ul>
<p>The behaviour and safety of pupils at the school</p>	<p><b>When judging behaviour and safety, inspectors should consider:</b></p> <ul style="list-style-type: none"> <li>•types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment (H)</li> <li>•the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them (P)</li> </ul>

	•the school’s response to any extremist or discriminatory behaviour shown by pupils (P&H)
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‘Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.’

### Prevent Duty Guidance 2019

Risk Owner: Carole Cox Date of Assessment: July 2024	Date for review: July 2025 (or sooner as local priorities may change)				
Area of Responsibility	Actions to be taken	Outcome	Deadline	Update	RED AMBER GREEN
Leadership and values	<ul style="list-style-type: none"> <li>• Creation of a ‘Statement of Values’ that respects learner and staff diversity, encourages freedom and openness and promotes learner voice</li> <li>• Development of rigorous recruitment policies which include core school values</li> <li>• Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation</li> <li>• Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged</li> <li>• All new staff are aware of the school’s expectations and subscribe to its values</li> <li>• All members of SLG undertake safer recruitment training.</li> <li>• The school leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided</li> <li>• Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SMT</li> </ul>	Sept 2025	Ongoing compliance	GREEN

Partnership	<ul style="list-style-type: none"> <li>• Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas</li> <li>• Development of links with other schools on the agenda</li> <li>• Development of links between key school staff/governors and external partners, including the Local Authority and Police</li> </ul>	<ul style="list-style-type: none"> <li>• School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively</li> <li>• The school is able to benefit from existing best practice and resources</li> <li>• The school shares information and is able to access statutory assistance where necessary to support vulnerable individuals</li> </ul>	Sept 2025	Ongoing compliance	GREEN
Safeguarding and pastoral care	<ul style="list-style-type: none"> <li>• Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process</li> <li>• Development and implementation of rolling cross-organisation training plan to increase organisational awareness</li> <li>• Consideration of a cross-school safeguarding panel to assess and manage concerns relating to extremism and radicalisation</li> <li>• Inclusion of a whistle blowing mechanism within the safeguarding procedures</li> <li>• Inclusion of sub-contracted education providers within the safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• All are aware of the safeguarding procedure and that radicalisation is included within it</li> <li>• All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism</li> <li>• A whole school approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation</li> <li>• Staff feel confident and protected in raising any concerns which may place the safety of learners at risk</li> <li>• Learners are protected whilst they are studying or working externally to the school.</li> </ul>	Sept 2024	Ongoing compliance	GREEN
Student and learner resilience	<ul style="list-style-type: none"> <li>• Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should</li> </ul>	Sept 2025	Part of school council	GREEN

	<ul style="list-style-type: none"> <li>• Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills</li> <li>• Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech</li> <li>• All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation</li> <li>• Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the school</li> <li>• Development of school council and greater understanding of the responsibility of being a representative and all it entails.</li> <li>• All are aware of their individual responsibilities in the online space, especially regarding freedom of speech</li> <li>• All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement</li> <li>• Learners understand what the school values mean in practice</li> </ul>		<p>Minutes of meetings shared with Leadership team</p> <p>Ongoing compliance</p>	
Internet safety	<ul style="list-style-type: none"> <li>• Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material</li> <li>• Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like</li> <li>• Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed</li> <li>• Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through school servers</li> </ul>	<ul style="list-style-type: none"> <li>• Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material</li> <li>• Learner study of extremist and terrorist material for legitimate purposes is protected</li> <li>• Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas</li> </ul>	Sept 2025	<p>Ongoing compliance</p> <p>Closely monitored internet access</p>	GREEN

		<ul style="list-style-type: none"> <li>Learners are safe from accessing extremist or terrorist materials whilst using school servers</li> </ul>			
Reputation and brand	<ul style="list-style-type: none"> <li>Development of policies which outline when the school's branding can be used and the responsibilities which come with its use</li> <li>Development of a protocol for monitoring the school's online presence which includes reference to terrorism and extremism</li> <li>Delivery of awareness raising training to communications colleagues</li> <li>Delivery of awareness raising to all administration, tutors and students or learners advising of responsibility in the online space</li> </ul>	<ul style="list-style-type: none"> <li>Any references to the school online are picked up quickly and referred for action if they have links to terrorist/extremist material</li> <li>School administration, tutors and learners are aware of their responsibility in the online space regarding the college's brand and reputation</li> </ul>	Sept 2025	<p>Search engine alerts utilised for this purpose.</p> <p>Ongoing compliance</p>	GREEN
School Environment	<ul style="list-style-type: none"> <li>Development of policies governing events organised by staff, learners or visitors on school premises</li> <li>Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour</li> <li>Development of a policy governing the display of materials internally at the college</li> <li>Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar</li> </ul>	<ul style="list-style-type: none"> <li>The school does not host events or speakers supportive of, or conducive to, terrorism</li> <li>Learners are aware of the conduct expected by the school in creating a safe space for all groups on site</li> <li>A safe learning space is created, avoiding the display of inappropriate materials</li> <li>Prayer and contemplation space is accessible to all learners on an equal basis and the school is aware of and able to manage any risks associated with the space</li> </ul>	Sept 2025	Ongoing compliance	GREEN

## Useful Contacts

Generic email address for Channel in Kent: [prevent@kent.gov.uk](mailto:prevent@kent.gov.uk) (Kent Safeguarding Children)

Referrals to be made to this address: <https://www.kscmp.org.uk/procedures/prevent>

Anti terrorist hotline: 0800 789 321

Kent and Medway Prevent Team: Nick Wilkinson – Prevent and Channel Strategic Manager [nick.wilkinson@kent.gov.uk](mailto:nick.wilkinson@kent.gov.uk)

Kent and Medway Prevent Coordinator Jess Harmen [jess.harmen@kent.gov.uk](mailto:jess.harmen@kent.gov.uk)

Prevent Education Officers (PEO) Jill Allen South and East Kent Team: [Jill.Allen@kent.gov.uk](mailto:Jill.Allen@kent.gov.uk) or Sally Green West and North Kent and Medway Team: [Sally.Green@kent.gov.uk](mailto:Sally.Green@kent.gov.uk) Telephone: 03000 41 34 39

Helene Morris – Channel Supervisor (Kent) Lisa Coward and Courtney Carter – Channel Co-Ordinators: [dovtail@kent.gov.uk](mailto:dovtail@kent.gov.uk)

## Website resources and links

Prevent Duty Guidance for England and Wales: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Working Together to Safeguard Children: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education September 2022: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

UNICEF's Rights Respecting schools award: <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/the-rrsa-strands/>

Let's talk about it: <https://www.ltai.info/>



Prevent for Schools (credit to Lanarkshire): <http://www.preventforschools.org/>

ISP School Teynham		Safeguarding Lead: Kerry Keeble		Date of Assessment: July 2024		Date for review: July 2025		
Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Progress
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally	2	1	2	<p>All staff have received appropriate training and are familiar with the school's safeguarding policy. Whole staff team will be Prevent trained as numbers of staff grow.</p> <p>Clear signage within school sign posting contractors and visitors to report concerns to DSL</p>	<p>Visitor tags clearly outline procedure for reporting concerns.</p> <p>In addition, a form will be handed to visitors and contractors on admission ensuring that all visitors are confident in our safeguarding procedures and confident to report any concerns.</p>	DSL	Completed
	Learners are radicalised by factors internal or external to the school	3	3	9	<p>Learners have received training in critical thinking as part of the PSHE.</p> <p>British Values promoted throughout the School</p>	<p>Regular assemblies addressing issues related to radicalisation.</p> <p>Within School Programme of learning</p> <p>Assembly topics have been</p>	Teaching staff	Ongoing

						reviewed and further promote British values.		
	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally	1	2	2	The school is a member of its local community safety partnership and communicates regularly with statutory partners regarding a range of concerns.	Lead Teacher to seek external partnerships and maintain links	Teaching staff	Ongoing

Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Progress
Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values	1	1	1	Appropriate whistle blowing and safeguarding policies for assessing concerns raised by staff or learners  Opportunities to promote British values are clearly identified within all curriculum areas	Displays around school promoting British Values.  Themed assemblies promoting British Values.  Cross Curricular work and British values further promoted through learning to learn programme.	DSL and Teaching staff	Ongoing
	Behaviours which harm the ability of different groups and individuals to	2	2	4	The school's values, and communication of these within the	Displays promoting equal opportunities are visible Promotion of	All staff in all subject areas	Ongoing

	learn and work together are left unchallenged				premises and through the curriculum ensure that any behaviours which could harm the ability of different groups and individuals to learn and work together are challenged with full support of the Lead teacher and Director of Education	tolerance and acceptance of difference is addressed throughout the curriculum and learning to learn programme		
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Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Progress
Organisational culture	Staff or contracted providers are not aware of /do not subscribe to the values of the school	3	3	9	Recruitment and induction programmes and ongoing staff development	Staff and visitor information sheet available at the front desk of both sites. This provides basic information and our values for all new and agency staff and visitors.  Director of Education fully trained in safer recruitment.  SCR regularly checked, edited and updated.	DSL	Ongoing

Organisational culture continued	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistle blowing mechanism	2	2	4	Appropriate whistle blowing policy and awareness raising training provided to all staff	Whistle blowing policy and procedure issued to all staff.  Signage in discreet places such as toilets ensure that staff are able to confidently report concerns	DSL	Ongoing
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Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Management of space	Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs	1	1	1	Visitors and speakers are signed in and collected by a member of staff and are not left alone with learners	All outside agencies are always accompanied by ISP staff when visiting the School All usual DBS checks carried out in line with policies and procedures. Any individual or agency visiting the site more than once each week is added to SCR.	Reception DSL. All staff	Ongoing
	Extremist or terrorist related material is displayed within school premises	1	1	1	Policies for the display of materials within school premises	Lead Teacher/ DSL conduct daily walk through to ensure that such material doesn't exist	Teaching staff and all staff	Ongoing

	Prayer and contemplation space is not equally accessible for all learners and/or	2	1	2	Accessibility policy in place	Each individual student requirements judged on merits. Information gathered at student interview with Lead Teacher circulated/actioned as appropriate	DSL/all staff Student interviews.	Ongoing
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics	2	2	4	No external events are held at the School sites		Via premises staff.	Ongoing

<b>Risk Area</b>	<b>Hazard</b>	<b>Severity (A) 1 - 5</b>	<b>Likelihood (B) 1 - 5</b>	<b>Risk Rating A x B</b>	<b>Existing Measures</b>	<b>Proposed Actions</b>	<b>Risk Owner</b>	<b>Planned Completion Date</b>
ICT and online study	Online/social media communications relating to extremist or terrorist material feature the school's branding	3	3	9	The school has oversight of social media accounts set up by official learner groups or societies	As above. All attempts to use social media to be monitored and reported as appropriate.	All Staff / ICT Technician	Ongoing.

Issue Number	Review Date
1	April 2021
2	November 2021
3	November 2022
4	July 2023
5	July 2024