



# **Prevent Risk Assessment and Action Plan**

**2023/24**

<b>Designated Safeguarding Lead</b>	Liz Dean
<b>Single Point of Contact (SPOC)</b>	Liz Dean
<b>Date of Assessment</b>	
<b>Date of Review</b>	

<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>
<b>Safeguarding</b>	<i>Staff are unaware of the Prevent agenda, or of radicalisation and extremism as safeguarding issues</i>	5	2	10	<p><b>Annual Prevent training for all staff.</b></p> <p><b>All staff have read and understood 'Keeping Children Safe in Education 23'</b></p> <p><b>All staff have completed the online Prevent Training</b></p> <p><b>Safeguarding policy read by all staff on induction.</b></p> <p><b>Safeguarding policy available on the staff drive and website.</b></p>	<p><i>Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout.</i></p> <p><i>Make staff aware of the Implications of the Prevent duty in schools through whole school safeguarding training.</i></p> <p><i>Ensure all staff training records are up to date to reflect</i></p>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>

					<b>Staff training records showing up to date training completed.</b>	<i>current training levels</i>		
	<i>Staff are unaware of school procedure for handling concerns</i>	5	1	5	<b>Safeguarding and No Platform Policy available on the staff drive and on school website</b>	<i>Continue to familiarise staff with the school's Safeguarding Policy and No Platform Policy</i>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>Staff are reluctant to raise concerns in relation to extremism/radicalisation</i>				<b>Staff trained on using CPOMs reporting system</b>	<i>Ensure all staff are competent in using CPOMs</i>		
					<b>Safeguarding information posters around the school ensure staff are aware of who they can discuss concerns with if they are unsure</b>	<i>Ensure all posters around the school remain up to date</i>		
					<b>All staff have read the Safeguarding Policy which includes a statement regarding the 'Prevent' duty'</b>			
	<i>Staff are unsure/unaware of how to identify children at risk of radicalisation</i>	5	1	5	<b>The Prevent Lead has informed staff about signs and indicators of radicalisation</b>	<i>All staff to complete the online learning Prevent training</i>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>
					<b>Prevent training for all new staff during induction</b>			

	<i>Staff do not feel confident about raising concerns about risks to pupil safety</i>	<i>5</i>	<i>1</i>	<i>5</i>	<p><b>Annual Safeguarding training included Prevent</b></p> <p><b>Multiple channels available (No of DSLs) to report/discuss a concern</b></p> <p><b>Safeguarding information posters around the school ensure staff are aware of how to report a concerns</b></p> <p><b>Whistleblowing policy and procedures in place and available to staff on the staff drive and website</b></p>	<p><i>Ensure all posters around the school remain up to date</i></p> <p><i>Ensure the Safeguarding policy and Whistleblowing policy is up to date and staff know how to access it</i></p> <p><i>Policies are available on the school website</i></p>	<i>LD</i>	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>Risk to students in external learning environments/students working with subcontracted providers</i>	<i>5</i>	<i>1</i>	<i>5</i>	<b>Traineeship Students – close collaboration with the HIVE and assurance re risk assessments for work placements.</b>	<i>Continue to liaise with College Staff</i>	<i>LD/SC/RM/DBW</i>	<i>Ongoing, to be reviewed at the start of each academic year.</i>

Leadership and Organisational Values	<i>Staff are not aware/ do not subscribe to the ethos/values of the school</i>	5	1	x	<b>Trust values and school ethos is clearly on the website and in recruitment packs</b>  <b>Posters around school highlight school and Trust ethos.</b>	<i>Continue to review recruitment and induction programmes to ensure ongoing staff development to ensure they reflect the Trust and School Values</i>	SLT	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>A whole school approach to British Values is not taken</i>	4	1	4	<b>Programmes of assemblies, class activities promoting fundamental British values, delivered to all pupils</b>  <b>PSHE/Personal Development sessions delivered to all pupils</b>  <b>The inclusion of British Values within the school's ethos/mission statement</b>	<i>Continue to promote British Values across the curriculum and through themed weeks</i>  <i>Events to promote Cultural Capital planned into school calendars</i>	SLT DOL LN AG	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>Lack of leadership ownership of extremism/ radicalisation concerns and lack of leadership oversight</i>	5	1	5	<b>The DSL is the SPoC for the school as stated in the Safeguarding in the Prevent Policy</b>	<i>Continue to ensure that key individuals have relevant training on extremism and radicalisation</i>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>

	<i>Compliance with the Prevent Duty is unsatisfactory</i>	5	1	x	<b>All staff have annual Prevent training recorded on their training records. Prevent Risk Assessment and Action Plan completed</b>	<i>Continue to ensure all staff have up to date Prevent training Review and update the Prevent Risk Assessment and Action Plan annually</i>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>
<b>Partnership</b>	<i>Ineffective process and lack of coordination around sharing of concerns re: radicalisation and extremism.</i>	5	1	5	<b>The school is using existing local partnership arrangements in exercising its Prevent Duty</b>  <b>The Prevent Lead makes appropriate referrals to other agencies</b>  <b>All staff have access to CPOMs reporting system</b>	<i>Embed robust Induction processes and HAYS platform to access appropriate training and to identify the SPoC</i>  <i>Continue to ensure all staff are competent using CPOMs.</i>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>School unaware of how to access statutory assistance to support vulnerable individuals</i>	5	1	5	<b>The Prevent Lead makes appropriate referrals to other agencies</b>	<i>Attend Resilience Team briefings to understand the support available</i>	LD	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>School has limited access to resources/ best practice.</i>	5	1	5	<b>Read DSL, Resilience Team information to keep abreast of useful resources and training within the local area</b>	<i>Utilise the partnerships within the Trust and other local schools to share information and best practice in</i>	LD MAT DSL Group	<i>Ongoing, to be reviewed at the start of each academic year.</i>

						<i>relation to the Prevent agenda</i>		
<b>Teaching and Learning (Building children's resilience to radicalisation)</b>	<i>British values are considered only superficially with no opportunity within the school for students to engage and/or experience them</i>	5	1	5	<p><b><i>Pupils develop the knowledge, skills and understanding to prepare them to play and active part in society</i></b></p> <p><b><i>Through PSHE/Personal Development and other curriculum activities, pupils are able to explore political, religious and social issues</i></b></p> <p><b><i>Festivals Committee work to ensure other cultures and beliefs are celebrated</i></b></p> <p><b><i>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</i></b></p>	<p><i>Continue to ensure that British Values are taught across the curriculum and are embedded in learning activity</i></p> <p><i>Continue to give opportunities to promote values within the curriculum and focus weeks</i></p> <p><i>School Forum</i></p>	SLT DOL LN AG	<i>Ongoing, to be reviewed at the start of each academic year.</i>
	<i>There are known risks of radicalisation in relation to school aged children and young people with SEND are/ may be more susceptible to extremist messaging.</i>	5	1	5	<p><b><i>Existing activities within lessons support pupil resilience</i></b></p> <p><b><i>PSHE sessions explore how to recognise</i></b></p>	<i>Continue to raise awareness amongst pupils to develop more critical thinking skills</i>	SLT LD DOL LN	<i>Ongoing, to be reviewed at the start of each academic year.</i>

					<p><i>information that could be extremist</i></p> <p><i>Safeguarding Begins at Home strategy to empower parents</i></p>			
	<p><i>Students are accessing inappropriate or extremist content online, using school facilities and servers. Or, in the course of undertaking legitimate research, students are exposed to extremist content or material online</i></p>	5	1	5	<p><i>Pupils develop the knowledge, skills and understanding to prepare them to be safe online with a specific reference to the risk of radicalisation</i></p> <p><i>Filtering system and monitoring on school devices that not only block users from accessing extremist/terrorist material but also flags up to the DSL to investigate that online search/activity</i></p> <p><i>Mobile technology use is banned and strongly enforced</i></p>	<p><i>Review and report any inappropriate materials that pupils have accessed to make sure it is blocked</i></p> <p><i>Continue to ensure that staff undertake training so that they are aware of what extremist materials look like</i></p>	LD RP AV RT	<p><i>Ongoing, to be reviewed at the start of each academic year.</i></p>
	<p><i>Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premises.</i></p>	5	2	10	<p><i>Visitors to school (presenters) are discussed and agreed by the Executive Headteacher</i></p>	<p><i>Development of a robust Visitor Policy to ensure that school does not inadvertently</i></p>	Sha LD	<p><i>Ongoing, to be reviewed at the start of each</i></p>



					<b>Visitors to School form and checklist in place</b>	<i>host events or speakers supportive or conducive to extremism Code of Conduct included in policy to be agreed by external speakers/visitors and/or requirements for visitors to agree that they subscribe</i>		<i>academic year.</i>
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