Prevent Duty Risk Assessment and Procedure

Author of Policy	Prevent Lead – W Switzer
Policy Approved by	Principal
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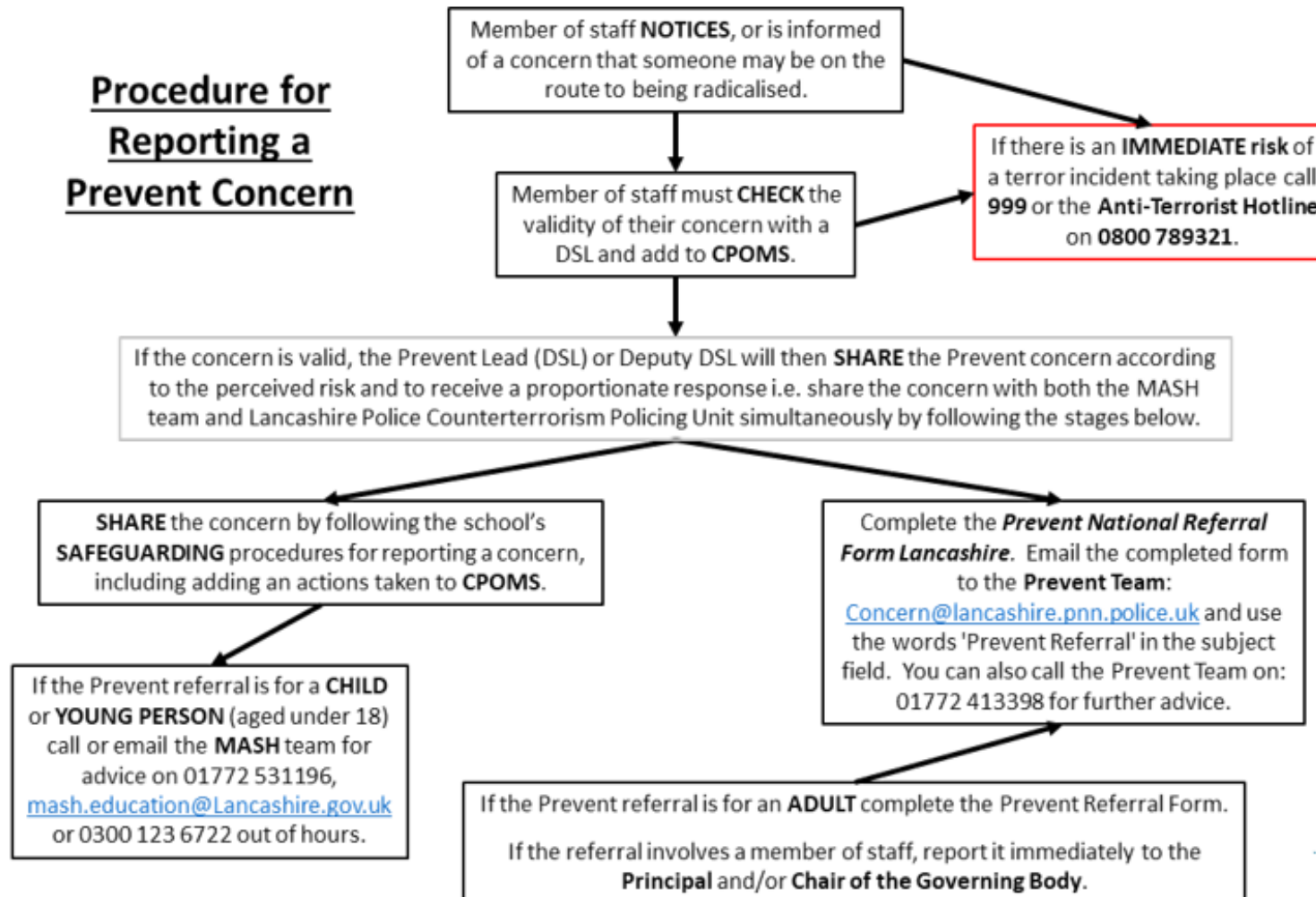# Castercliff Primary Academy Prevent Risk Assessment

Objectives

- To have a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion.

- To ensure an appropriate reporting and referral process is in place and referrals are managed effectively.

- To ensure staff and the local governing committee have been appropriately trained.

- To ensure that the risk of pupils being drawn into terrorism is assessed and reduced as a result.

See also

- Prevent Duty https://www.gov.uk/government/publications/prevent-duty-guidance
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Electronic Devices – Searching and Deletion Policy
- Social Media Policy
- PET Recruitment Policy
- Social and Emotional Learning Curriculum Progression
- Academy Charters

Procedure for Reporting a Prevent Concern

Member of staff **NOTICES**, or is informed of a concern that someone may be on the route to being radicalised.

If there is an **IMMEDIATE risk** of a terror incident taking place call **999** or the **Anti-Terrorist Hotline** on **0800 789321**.

Member of staff must **CHECK** the validity of their concern with a DSL and add to **CPOMS**.

If the concern is valid, the Prevent Lead (DSL) or Deputy DSL will then **SHARE** the Prevent concern according to the perceived risk and to receive a proportionate response i.e. share the concern with both the MASH team and Lancashire Police Counterterrorism Policing Unit simultaneously by following the stages below.

SHARE the concern by following the school's **SAFEGUARDING** procedures for reporting a concern, including adding an actions taken to **CPOMS**.

Complete the *Prevent National Referral Form Lancashire*. Email the completed form to the **Prevent Team**: Concern@lancashire.pnn.police.uk and use the words 'Prevent Referral' in the subject field. You can also call the Prevent Team on: 01772 413398 for further advice.

If the Prevent referral is for a **CHILD** or **YOUNG PERSON** (aged under 18) call or email the **MASH** team for advice on 01772 531196, mash.education@Lancashire.gov.uk or 0300 123 6722 out of hours.

If the Prevent referral is for an **ADULT** complete the Prevent Referral Form.

If the referral involves a member of staff, report it immediately to the **Principal** and/or **Chair of the Governing Body**.

Key questions which may highlight a potential risk	Action taken to mitigate risk	Persons Responsible	RAG
Awareness and understanding of leadership Do the following people have a good understanding of their own and academy responsibilities in relation to the Prevent Duty? • Trust board • Local governing committee • Senior Leadership Team • DSLs • School staff	• Prevent Lead is identified: Mr W Switzer • The academy raises awareness of the Prevent Duty among staff and the local governing committee • The academy has a Safeguarding governor, whose responsibilities include adherence to the Prevent Duty • Members of the all school staff and local governing committee attend annual Safeguarding training, which includes Prevent • Members of the local governing committee complete online Prevent training • All teachers, TAs and members of SLT attend Prevent training or complete online Prevent training annually.	Safeguarding Lead Academy Principal Safeguarding governor SLT / DSLs Local governing committee members All school staff	

Policy and procedure
 	
• Does the academy's safeguarding and child protection policy contain a specific reference to and inclusion of the Prevent Duty?
 	
• Do DSLs receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?
	• The academy's Safeguarding Policy includes information regarding the Prevent Duty, the policy is published on the school website and has been made available to staff electronically and in paper form
	
	• Lead DSL undertaken Enhanced Safeguarding training and also the additional Referrals Prevent Training.
	
	• The Academy applies Safer Recruitment procedures as outlined in the PET recruitment policy
	
	• The academy has policies in place which make reference to and uphold the values of the Prevent Duty
	    • Safeguarding and Child Protection Policy
	    • Online Safety Policy
	    • Technical Security Policy
	    • Electronic Devices – Searching and Deletion Policy
	
	• The curriculum reflects the values of the Prevent duty with children learning about how to keep themselves and each other safe; respect for different faiths and beliefs and moral, spiritual and cultural development across the
		Safeguarding Leader
		
		Academy Principal
		
		SLT / DSLs	

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	curriculum but through the area of Social and Emotional Learning in particular.		
Staff training Do all staff have the knowledge and confidence to: • exemplify British values in their teaching and through general behaviours in the academy • understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas • have sufficient training to be able to recognise this vulnerability and	• All staff attend annual Safeguarding training • Teachers and TAs attend biennial Prevent Training led by a member of the PREVENT/CHANEL team • All staff complete the online Prevent Training at least biennially • Teachers and TAs attend annual Online Safety training • The academy provides safeguarding induction for newly appointed staff which includes the practice of the Safeguarding policy, including Prevent • The Social and Emotional Learning curriculum encompasses the teaching of British Values • The Academy, children's and parent charters exemplifies the expectation of respect of and towards all	Safeguarding Lead Academy Principal SLT / DSLs All school staff All staff	

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be aware of what action to take in response	• All staff read the updated version of Keeping Children Safe in Education at the start of each academic year, a record is kept to verify that staff have both read and understood this guidance • Staff demonstrate a general understanding of the risks exposed to children and young people and how this can affect them • Staff understand how to record and report concerns regarding risk of radicalisation either through a verbal report to a DSL or via CPOMS • All staff know who the Prevent Lead is and that this person acts as a source of advice and support • The Prevent Lead informs staff about signs and indicators of radicalisation through training sessions (annual Safeguarding, Prevent and Online Safety staff meetings), handouts/resources and updates when necessary • To identify children at risk of being drawn into terrorism and to challenge extremist ideas appropriately Prevent Lead/DSL ensures own training is up to date as well as that of other staff members and the local governing committee • DSLs (supported by teachers and TAs) identify who the most vulnerable children/groups are in the academy regarding potential exposure to extremist views and monitor them accordingly at weekly inclusion meetings, whilst ensuring that the curriculum (that reflects the Prevent duty) and additional sessions (if deemed necessary) is delivered to reduce the risk.		

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Online Safety - Does the academy have a policy relating to the safe use of IT? - Does the academy employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?	- The academy has detailed and extensive Online Safety, Social Media, Technical Security and Electronic Devices – Searching and Deletion policies in place. Effective filters are in place when using the internet and these are monitored by the PET IT and Network Team and the Online Safety Leader. Any breech or risk is discussed at Online Safety Group meetings - The Online Safety curriculum includes an age-appropriate approach to building resilience and preventing radicalisation. The Online Safety curriculum is based on the Education for a Connected World Framework - Pupils have a "safe environment" in which to discuss controversial issues at academy, this may be in a whole class, group or individual basis - The Online Safety Group meets at least termly to ensure the pupils and staff are kept safe online and to respond to any incidents, including reviews of filtering logs - Parents/carers are informed of online safety the risks regularly through newsletters, leaflets, parent workshops, parent café and links to resources on the school website	Safeguarding Lead Academy Principal SLT / DSLs Online Safety Group PET IT and Network Team Online Safety Leader Teachers	
Curriculum - Does the school have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences? - Does the school deliver training that helps develop critical thinking skills around the power of influence particularly online and social media?	- A board and balanced curriculum promotes the spiritual, moral, social and emotional needs of pupils, particularly through the Social and Emotional Learning curriculum, which incorporates the promotion of British Values - Family Support and Wellbeing Leader along with the mental health team from ELCAS provides emotional and mental health support to pupils and parents - Support available for all staff through Family Support and Wellbeing Leader and other agencies - Pupils are encouraged to be active in their learning, ask questions and challenge - Pupils explore political, religious and social issues at an age-appropriate level through the curriculum, assemblies (class, key stage and whole school) and experiences (including any work with local community groups and organisations) - Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect	Safeguarding Lead Academy Principal SLT / DSLs Curriculum Leader Learning Team Teachers Family Support and	

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• Does the school ensure that pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations?		Wellbeing Leader	
Welfare and pastoral support • Are there adequate arrangements and resources in place to provide pastoral care and support?	• The academy has a robust and effective pastoral team. Inclusion Meetings take place weekly to address issues and concerns about specific pupils and monitor vulnerable pupils. Effective TAF's are implemented alongside strong links with Children's Social Care, family support agencies and numerous health professionals to ensure pupil's safety and wellbeing is at the core of what we do. We follow the guidance provided by LCC in the 'Working Well with Children and Families in Lancashire' and 'Working Together to Safeguard Children' • Family Support and Wellbeing Leader holds a prominent position in the school to support the emotional wellbeing of children, parents and staff	Safeguarding Lead Academy Principal SLT / DSLs Family Support and Wellbeing Leader	

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Site Security • Are there effective arrangements in place to manage access to the site by visitors? • Is there a policy regarding the wearing of ID on site? • Are there dangerous substances kept and stored on site? • Does the school assess off site visits?	• The academy has one main entrance during the school day which is controlled by office staff. All other external gates leading onto the playgrounds are locked during the day. At the beginning and end of the day, school can be accessed/exited through 2 gates. The main entrance is manned by a member of staff at the start and end of each day. Key stage 1 and LKS2 children are collected from their classrooms, doors are monitored by school staff. Some year 5 and 6 pupils have permission from their parents to walk home alone. The site is secure throughout the day and staff are always on duty when the pupils are on the yard • All staff have ID badges on a school lanyard. • Authorised visitors wear visitor badges. These are colour coded according to DBS checks. All visitors are signed in at the main entrance and provided with key health and safety and safeguarding information. Visitors are asked to provide evidence that a DBS check has take been undertaken. Visitors without a DBS check will be accompanied around the school at all times and wear a red lanyard. • Any potentially hazardous substances e.g. cleaning materials, are locked away / stored appropriately. The academy follows COSHH advice which is checked through the Health and Safety review • The academy monitors any external organisations wishing to distribute leaflets. The academy does not allow and will not promote materials publicising organisations that show any political or religious bias or that could potentially provoke the local community • Thorough risk assessments are carried out for any trip outside of school	Safeguarding Lead Academy Principal SLT / DSLs Office staff EVC	

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Speakers and events • Is there an effective policy/framework for managing speaker requests? • Is it well communicated to staff/students and complied with?	• The academy does not allow any on-site events that are not organised by or through the school • The academy exercises due diligence in relation to requests from external speakers and organisations using academy premises • All staff are aware of the Prevent duty and their responsibility around ensuring that children are not exposed to extremist views. Events where visitors to school will work with the children are risk assessed by the organising teacher. An outline of what guest speakers intend to cover prior to the event is always obtained • The academy researches the visiting person/organisation prior to booking to establish whether they have ever demonstrated extreme views/actions publicly • The academy denies permission for people/organisations to use academy premises if they have links to extreme groups or movements • Academy Principal to provide justification for their decisions in writing if they are not happy for a booking to go ahead due to this reason	Academy Principal SLT / DSLs Teacher EVC Office Staff	
Partnerships • Are relevant staff clear about the process to follow when making a referral to Channel? • Does the academy know who the LA Prevent lead is and how to contact them? • Does the academy work with parents and carers to support them in their understanding of the Prevent agenda?	To ensure that the academy demonstrates effective compliance with the duty and that effective partnerships are formed: • Staff record and report concerns via CPOMS in line with existing policies and procedures • Specific pupils and concerns are discussed regularly at inclusion meetings which is attended by the Principal, Safeguarding Lead, DSLs and Family Support and Wellbeing Leader. • The Prevent Lead makes appropriate referrals to other agencies including the LA Multi- Agency Safeguarding Hub (MASH) and Channel Panel • Referrals are followed up appropriately • Parents/carers are informed of risks (including online risks) regularly with the aim to protect pupils at home. Parents/carers of children identified as being at particular risk will work closely with the Safeguarding Lead to support their understanding of the Prevent agenda	Safeguarding Lead Academy Principal SLT / DSLs	

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Freedom of expression • Does the school have a Freedom of Speech/Expression policy?	• The academy has a British Values Policy which references individual liberty and rights of freedom of expression.	Academy Principal	
Prayer and Faith Facilities • Does the academy have prayer facilities?	• The academy does not have designated prayer facilities as no staff/families/pupils request this. The Academy will re-evaluate if a request is made. Staff are free to use quiet vacant rooms for prayer. • Adults in school who request a space are given a meeting room to use which is quiet and private	Academy Principal	
Incident Management • Does the school have a critical incident management plan which is capable of dealing with terrorist related issues? • Is a suitably trained and informed person identified to lead on the response to such an incident? • Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact on staff, pupils and public safety? • Are effective arrangements in place to ensure that staff and pupils are appraised of tensions and provide advice where appropriate?	• The academy has a Critical Incident Policy which is supported by the PET Critical Incident Team. This team is capable of dealing with terrorist-related issues • The Academy Principal is the lead professional • The academy works closely with multi-agency services, outside of school and has robust support measures in school so that they can respond quickly to tensions in order to keep pupils safe and advise staff	Academy Principal Safeguarding Lead SLT / DSLs	