

Prevent Duty Risk Assessment and Action Plan

2016 - 2017

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

<u>No.</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p><u>LEADERSHIP</u> Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> - Board of Governors - SLT - Staff - Safeguarding team 		<p>-The safeguarding lead [headteacher] attended Prevent training on December 8th 2015. He then trained all the staff on Prevent on February 23rd 2016 and then again for staff who were absent on July 18th 2016.</p> <p>- The link safeguarding governor meets with the HT on a termly basis and this includes Prevent updates.</p> <p>-The link governor feeds back to the community committee</p> <p>-Senior leadership team informed through SLT time.</p> <p>-Staff training updates happen on a termly basis during the Monday safeguarding meetings.</p>	MD/CC/SB link governor	Termly ongoing training	A

			-annual WRAP prevent training for new staff summer term 2017			
2	<p>Partnership</p> <p>1) Is there active engagement from the school/setting's Governors, SMT, managers and leaders?</p> <p>2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP)</p> <p>3) Does the school/setting engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	Y	<p>- There is active involvement from the school, including the governors and leaders. The headteacher includes Prevent in his termly report to governors. The safeguarding lead feeds back to the governors on a termly basis Prevent updates, after her termly meeting with the headteacher.</p> <p>- The Prevent Lead for Acresfield is the Safeguarding Lead - Mike Dixon. He is responsible for oversight of the Prevent Action Plan & update to leaders and governors.</p> <p>- The Prevent Lead is familiar with both Local Authority and Police Prevent Leads and engages with them as appropriate</p>	MD/IW	<p>Ongoing</p> <p>Termly governor safeguarding visit and headteacher reports</p>	G
3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the school/setting</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p>		<p>-All staff have the knowledge and confidence to exemplify British values in their role, through the implementation of our PSHCE scheme of work.</p> <p>-Staff are aware through Prevent training the factors that make people vulnerable to being drawn into terrorism</p> <p>-Staff have been trained regarding action to take when this vulnerability is recognised.</p>	MD	<p>Ongoing training reminders through Monday safeguarding meeting</p> <p>PSHCE scheme of work implementation</p>	A

	3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response					
4	<p><u>Welfare, pastoral and Chaplaincy support</u></p> <p>1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school/setting?</p> <p>2) Does the school/setting have chaplaincy provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the school/setting's welfare and equality policies?</p> <p>4) Does the chaplaincy support reflect the student demographic and need?</p>		<p>-All staff place high regard on pupil personal development and welfare</p> <p>-A learning mentor is in place to support pupils who have specific barriers to learning/personal issues/welfare concerns</p> <p>-The school has a number of mechanisms in place to enable pupil voice to be heard and to play a key part in the school's development e.g play leaders, buddies, captains, better playtime team, e-cadets, ACC team, environment officers, road safety officers.</p> <p>-the school does not have provision for chaplaincy support, but has close links with local churches and signposts families to them when required.</p>	MD/DH/BC	Ongoing through behaviour policy and learning mentor role	G
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on-site events i.e. charity events?</p> <p>4) Are off site events which are supported, endorsed, funded or organised through the school/setting</p>		<p>- All speaker requests have to come through the headteacher and have to relate to a specific aspect of the school's curriculum. There have not been any speaker requests to date.</p> <p>- All staff are aware of this.</p>			G

	subject to policy/framework?		<ul style="list-style-type: none"> - All charity events are built into the school's curriculum and relate to specific year groups. - Friends of Acresfield also organise events on and off site and these follow clear guidelines relating to the school's approach 			
6	<p><u>Safety Online</u></p> <ol style="list-style-type: none"> 1) Does the school/setting have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the school/setting employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? 3) Does this also include the use of using their own devices via Wi-Fi? 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy? 		<ul style="list-style-type: none"> - The school does have a policy relating to the use of IT - a specific reference and inclusion of the prevent duty will be added - The school has got a desktop monitoring system to ensure extremist websites and material are blocked and anyone accessing some sites or using this language is flagged up in the office monitoring system. - Children are not allowed to use their own internet devices in school 	SK	Ongoing	A
7	<p><u>Prayer and Faith Facilities</u></p> <ol style="list-style-type: none"> 1) Does the school/setting have prayer facilities? 2) Are there good governance and management procedures in place in respect of activities and space in these facilities? 		-the school does not have designated prayer facilities. However, all staff have been informed they can pray in the PPA room and must put a sign on the door.			G
8	<p><u>Site Security</u></p> <ol style="list-style-type: none"> 1) Are there effective arrangements in place to manage 		- There is good site security in terms of fencing and an electronic entrance	CP/MD	ongoing	G

	<p>access to the site by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does the school/setting intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>		<p>system.</p> <ul style="list-style-type: none"> - ID must be worn on site and all staff and visitors follow this rule - dangerous substances are securely locked away and out of reach of the children. Staff who handle them have been trained and an audit is carried out - all leaflets and publicising material can only be distributed after approval by the head teacher. - Staff are warned of any off site activities which could impact on them 			
9	<p>Safeguarding</p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the school/setting utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>		<p>-protection against risk of radicalisation and extremism are included within the safeguarding policy</p> <p>-the safeguarding lead, deputy and learning mentor receive ongoing training relating to referrals. Additional staff training will take place in the summer</p> <p>- the school would utilise Channel as a support in case of radicalisation. All referrals come through the headteacher</p>	MD	Ongoing	A

10	<p><u>Communications</u></p> <ol style="list-style-type: none"> 1) Is the school/setting's Prevent Lead and their role widely known across the school/setting? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners? 		<p>-the school's Prevent lead and role is known widely across the school</p> <p>-staff are made aware of the Prevent Duty, risks and appropriate activities</p> <p>-safeguarding meetings take place on a weekly basis in school. The lead attends relevant meetings out of school, including termly local authority safeguarding briefings</p>		ongoing	G
11	<p><u>Incident Management</u></p> <ol style="list-style-type: none"> 1) Does the school/setting have a critical incident management plan which is capable of dealing with terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the school/setting have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? 		<p>The school has a critical incident plan. Terrorist attacks need to be added.</p> <p>Headteacher will lead response</p> <p>Local authority press department deal with response</p> <p>Effective lines of two way communication in place with the community through parent governors, class rep meetings, informal conversations in playground.</p> <p>Safeguarding meetings take place each week to provide time for appropriate communication with staff on such issues.</p>	ND	H&S governor committee Summer 2017	A
12	<p><u>Staff and Volunteers</u></p> <ol style="list-style-type: none"> 1) Does awareness training extend to sub-contracted 		Training includes staff/adults who attend the site on a regular basis through		ongoing	G

	<p>staff and volunteers?</p> <p>2) Is the school/setting vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>		<p>safeguarding initiation training. The school does not have sub-contracted staff and all volunteers are subjected to a rigorous safeguarding induction which includes familiarisation with the Child Protection Policy.</p> <p>The school remains vigilant and aware of the behaviours and appropriateness of all volunteers in school.</p>			
13	<p><u>Freedom of Expression</u></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>		<p>The school's view on Freedom of Speech is included within the Safeguarding Policy and covers the pertinent points identified in this risk assessment.</p>	MD	ongoing	A
14	<p><u>Curriculum</u></p> <p>1) Does the school/setting 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?</p> <p>2) Does the school deliver training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media?</p> <p>3) Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations?</p>		<p>A new PSHCE scheme has been written which includes reference to radicalisation and extremism</p> <p>The PSHCE scheme does currently include critical thinking linked to influence through social media and community cohesion relating to the damaging effects of extremism.</p>	DH DH	ongoing	A

	4) Are Staff able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion?		Staff do challenge any views that are contrary to British values and not in the best interests of the school community.	All staff		
--	--	--	---	-----------	--	--