

## Prevent Risk Assessment 2023

<b><u>Requirement 1 - Leadership and Management</u></b>	<b><u>Score 1 to 4 1= Good</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	2	All Staff PREVENT trained on induction. DSL's updated on a regular basis. SLT attended PREVENT self school assessment webinar (Dec 2022). <b>Governors have also been trained?</b>
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.	2	Mr Guest (HT) is our Key Lead and DSL connecting Prevent duty to Child Protection. <b>The PREVENT duty action plan is openly shared on our school website. PREVENT policy and parent guide is also published.</b>
Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	1	Leaders and Governing Body have a good understanding of risks. Information is shared where appropriate (Family Heads meetings, NCC Updates. TECT team). <b>New members of the Governing Body to complete PREVENT training on induction.</b>
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	1	Safeguarding policies are clear and transparent. British Values regularly discussed in assemblies. PSHE Plans in place. All Key polices on our school website. Strong culture of Safeguarding understood by all.
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	2	On-Going culture of promoting British Values across the school. I.e.. School council, Buddies, Assemblies, Charities. <b>Need to develop further roles for children to fully embed attitudes across school</b>
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	1	Through pupil voice it is clear that children feel safe in school and that they are respectful to their environment
<b><u>Requirement 2 - Risk Assessment</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.	1	The school agrees with the TETC (Tackling Emerging Threats to Children Team) that our children are more vulnerable to influence from the far Right and anti-democratic radicalisation than to Religious Extremism
There is a clear escalation policy about the appropriate time to call the police.	1	All staff have been given time to read the document "Managing risk of radicalisation in your education setting" which sets out the appropriate interventions at the appropriate level
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	-	We currently do not have a SEF, but PREVENT is understood to be part of Safeguarding and Child Protection and reportable to Governors as such.

The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	1	Weekly staff briefings have safeguarding agenda which provides a forum to raise concerns around individual children.. NCC very clear in sharing information.
<b><u>Requirement 3 - Working in Partnership</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	1	Well established Senior Leadership Team in school. Strong links with the local community police force and Bassetlaw Anti-Social Behaviour unit. Safeguarding updates are regular (NCC Safeguarding Audit tool). Clear and open partnership with the Nottinghamshire MASH team. Through briefings/ circular emails staff are kept UpToDate on local and national information as and when it arises
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.	1	Information is emailed regularly. NCC / Tect Team and through Head Teacher briefings.
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.	1	All this information in and is easily accessed in Safeguarding Policy
<b><u>Requirement 4 – Training</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.	2	Last full update 2019- all newly inducted staff since then. Due a whole school refresher.
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	1	Staff induction process has PREVENT section. All staff complete on induction.
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.	2	Staff Quiz to built into regular briefing sections. Distributed leadership is a core School Improvement item.
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	1	Yes
<b><u>Requirement 5 – Online Safety</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
<b>Leadership</b> Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	1	All staff and Governors have signed to confirm they have read and understood. KCSIE published on our website.
<b>Staff</b> All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	2	Staff induction checklist covers this. Curriculum covers on-line safety, therefore all children have this delivered at an age appropriate level. Parental involvement through Yammer responds to current trends

<b>Filtering and monitoring</b> The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.	1	School's IT provider ensure that this is covered. Evidenced in our computing policy.
<b>Policy and procedure</b> The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.	1	A Comprehensive set of policies are held by the school and published on website
<b>Parental engagement</b> The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	1	Any current issues are addressed in a proactive approach. The whole school events calendar ensures key events are covered like Anti-bullying week, Clever Never PREVENT issues in wider society.
<b>Curriculum and learning (1/2)</b> Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	1	Long term Whole School Curriculum plan - across all areas of school in each curriculum cycle
<b>Curriculum and learning (2/2)</b> Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.	1	The school especially uses the resources available through CEOP and ChildNet to support children in the online arena. Anti-bullying week always has a 'cyber' element to it, teaching children to question what they see and hear especially on the internet.
<b><u>Requirement 6 – Safeguarding School Premises</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	1	School visitors Policy. School safeguarding arrangements for booking visitors into school.
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	1	School Lettings Policy and Child protection policy
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	2	School Emergency Planning- some areas needing review
<b><u>Requirement 7 – Building children's resilience to radicalisation</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.	1	Whole School Curriculum plan – emphasis on Equalities, Assemblies Values, qualities Virtues CLIMB
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	2	We use the Habits of Discussion to help provide an open forum within classes for children to speak their mind easily. Our RE and PSHE curriculums ( <b>currently being re-written</b> ) are particularly orientated at helping children ask and think about big questions.
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.	2	Pupil and <b>parent voice</b> reflects a safe environment for all children and the school community.
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	1	On-line safety delivery in the curriculum is of a high standard.