



PREVENT DUTY – RISK ASSESSMENT / ACTION PLAN

Prevent Vulnerability / Risk Area	Risk Y/N	Action taken / already in place to mitigate / address risk	Owner	When	RAG
1.) Leadership					
Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? <ul style="list-style-type: none"> ▪ Governors ▪ SLT ▪ Staff ▪ Children ▪ Safeguarding Team 	N	Prevent duty is built into our safeguarding arrangements. Staff and children are aware of their prevent duty (at their level) and due to effective training, know how to recognise radicalisation and what to do if they have a concern. School works closely with LCC Safeguarding Team, the Police and external consultants to ensure responsibilities are fulfilled.	NG	Done	
2.) Partnership					
i. Is there active engagement from the institution's Governors, SLT, managers and leaders? ii. Does the school have an identified single point of contact (SPOC) in relation to Prevent? iii. Does the school liaise with organisations beyond the school	N	i. All Governors have been briefed on Prevent and action plan circulated and agreed. SLT members have been provided with information around prevent Strategy. ii. The Prevent Lead and the Designated Safeguarding Lead is Nicola Gomersall (HT). She is responsible for oversight of the Prevent Action Plan & update to SLT / governors. iii. School works with external advisors when updating policy and procedures and receives regular updates about current issues / trends.	NG	Oct 2021	

3.) Staff Training					
<p>Do all staff have sufficient knowledge and confidence to:</p> <ul style="list-style-type: none"> i. exemplify British Values in their management, teaching and through general behaviours in the institution ii. 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 iii. have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	N	<ul style="list-style-type: none"> i. All staff have sufficient knowledge and confidence to exemplify British Values. This is the core of the ethos of our school. All staff and children at St. Peter's have adopted a set of Christian values which are woven through everything we do at school. British Values are also taught in each class through worship and subject areas especially PSHE. Children are given the time to discuss / reflect / compare and contrast to deepen their understanding and appreciation of British Values. ii. Staff have received thorough training which has given them the understanding needed to both recognise and challenge extremist ideas. iii. All staff are asked bi- annually to complete their on-line training followed up by school leadership. 	NG	Sept 2021	
4.) Welfare, pastoral, and chaplaincy support					
<ul style="list-style-type: none"> i. Are there adequate arrangements and resources in place provide pastoral care and support as required by the school? ii. Does the school have chaplaincy provision or is this support signposted locally or brought in iii. Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies? 	N	<ul style="list-style-type: none"> i. Pastoral care is provided by the SLT / learning mentor team and is highly effective. ii. Chaplaincy provision is provided by the Rector at St. Peter's Church who visits school regularly iii. The headteacher meets with the Rector on a regular basis to ensure this provision is appropriate and effective and to discuss outcome of discussions in order to look for patterns / trends / training needs and curriculum intervention. iv. The chaplaincy support reflects the student, staff and parent demographic and need, and is very much need led. 	NG and AO	Done	

iv. Does the chaplaincy support reflect the student demographic and need?					
5.) Speakers and Events					
<ul style="list-style-type: none"> i. Is there an effective policy/framework for managing speaker requests? ii. Is it well communicated to staff/students and complied with? iii. Is there a policy/framework for managing school events i.e. charity events? iv. Are out of school events which are supported, endorsed, funded or organised through the institution subject to policy/framework? 	Y	<ul style="list-style-type: none"> i. A framework is in place and this is led by the Headteacher. However, a formal policy needs to be created. ii. The policy will be created with staff and therefore communicated with them. Currently, this is done verbally by the Headteacher. iii. The written policy / framework needs to be created. iv. This will be reviewed once the policy has been created. Currently this is at the discretion of the Headteacher. 	NG	Oct 2021	
6.) On-line safety					
<ul style="list-style-type: none"> i. Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? ii. Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? iii. Does this also include the use of using their own devices via Wi-Fi? iv. Does the system alert to serious and/or repeated breaches or 	Y	<ul style="list-style-type: none"> i. School has a detailed Online Safety Policy along with acceptable use polies. Although our IT and internet use 'practise' fulfils the prevent duty, the policy needs to make clearer reference to the procedures we have in place. ii. Firewall and filtering in place through LCC iii. Firewall applies to all devices that use the school's Wi-Fi iv. There is a manual system to identify serious, repeated breaches. However, school needs to consider an electronic system. 	NG	Oct 2021	

attempted breaches of the policy?					
7.) Prayer and faith Facilities					
i. Does the school have prayer facilities?		i. Prayer facilities in place for children and families who require this.	NG/GS	Done	
ii. Are there good governance and management procedures in place in respect of activities and space in these facilities?		ii. The Christian ethos of the school is rigorously inspected internally and by external sources. Reports created and actions to address areas for development implemented.			
8.) Site security					
i. Are there effective arrangements in place to manage access to the site by visitors and nonstudents/staff?	N	i. Arrangements in place- signing in system used. There is a clear procedure for access to the building which forms part of all staff, governor, volunteer and student inductions.	NG	Sept 2021	
ii. Is there a policy regarding the wearing of ID on site? Is it enforced?		ii. Policy for wearing of ID in place. All visitors and staff need to wear ID provided by the office at all times. Children also know this.			
iii. Are dangerous substances kept and stored on site?		iii. Dangerous substances kept and stored safely according to COSHH and risk assessments			
iv. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?		iv. The HT has to see any materials sent out prior to distribution.			
9.) Safeguarding					
i. Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?	N	i. The Prevent Duty is part of the school's Safeguarding and Child Protection Policy	NG	Oct 2021	
ii. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?		ii. All staff are fully trained in house, by external providers and by the Police (WRAP) or the on-line training.			
		iii. Channel WRAP is used by the school as well http://www.preventforschools.org/index.php?category_id=-1			
		iv. Policy for referral to Channel WRAP in place and monitored by Headteacher.			

<p>iii. Does the institution utilise Channel WRAP Police as a support mechanism in cases of radicalisation and extremism?</p> <p>iv. Does the school have a policy regarding referral to Channel Wrap identifying a recognised pathway and threshold for referral?</p>					
10.) Communications					
<p>i. Is the school Prevent Lead and their role widely known across the school?</p> <p>ii. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>iii. Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	N	<p>i. The whole school knows that the DSL is also the Prevent Lead. All staff know who the DSL is.</p> <p>ii. Staff are made aware through training and ongoing discussion / staff meetings. Children are made aware at their level through PSHE and in a cross curricular way through teaching and learning in all subjects.</p> <p>iii. Information sharing protocol made clear in the school's Safeguarding and Child Protection Policy</p>	NG	Done	
11.) Incident management					
<p>i. Does the school have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>ii. Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>iii. Does the School Office understand the nature of such an incident and the response that may be required?</p>	N	<p>i. Management plan in place and understood.</p> <p>ii. Headteacher and Deputy Headteacher are fully trained to deal with terrorist related issues.</p> <p>iii. School has a 'Dealing with the Media' Policy which states clearly the process for dealing with the media if such an event were to occur.</p> <p>iv. Arrangements in place to deal with tensions on or off site. Risk assessments always completed to minimise the likelihood of this happening.</p> <p>v. This is done through PSHE teaching or on a 1:1 with children if an issue has arisen. School employ a learning mentor to work with children who we feel need extra</p>	NG/J M	Oct 2021	

<p>iv. Does the school 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?</p> <p>v. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</p>		<p>time to discuss their feelings / concerns. Staff are a part of a supportive but rigorous appraisal and performance management system.</p>			
12.) Welfare, pastoral and chaplaincy support					
<p>i. Does awareness training extend to sub-contracted staff and volunteers?</p> <p>ii. Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	<p>N</p>	<p>i. Awareness training is explained to all people who work in the school (voluntary or paid) as part of our safeguarding induction.</p> <p>ii. The ethos within the school is such that all concerns are reported without fear of repercussion from other members of staff or volunteers. Staff look after each other and report worries / concerns they have. Concerns are acted upon immediately and effectively. School has a line management system where every individual and volunteer is monitored and has the appropriate channel to report concerns.</p>	<p>NG</p>	<p>Done</p>	