



## 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
<b>1   Leadership</b>					
<p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>▪ Board of Governors</li> <li>▪ SLT</li> <li>▪ Staff</li> <li>▪ Children</li> <li>▪ Safeguarding Team</li> </ul>	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.	TC	Done	
<b>2   Partnership</b>					
<ul style="list-style-type: none"> <li>i. Is there active engagement from the institution's Governors, SMT, managers and leaders?</li> <li>ii. Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</li> <li>iii. Does the institution liaise with organisations beyond the school</li> </ul>	N	<ul style="list-style-type: none"> <li>I. Governors &amp; SLT provided with briefing by external consultant 14.09.18. SLT members have also been WRAP trained by the Police. Policy and practice agreed.</li> <li>II. The Prevent Lead and the Designated Safeguarding Lead is Tony Currie (HT). He is responsible for oversight of the Prevent Action Plan &amp; update to SLT / governors.</li> <li>III. School works with Channel WRAP and external advisors when updating policy and procedures and receives regular updates about current issues / trends .</li> </ul>	TC	Done	

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<b>3   Staff Training</b>					
Do all staff have sufficient knowledge and confidence to: <ul style="list-style-type: none"> <li>I. exemplify British Values in their management, teaching and through general behaviours in the institution</li> <li>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</li> <li>III. have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ul>	N	<ul style="list-style-type: none"> <li>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 All Saints have adopted a set of values which are woven through everything we do at school. British Values are also taught in each class through all subject areas and children are given the time to discuss / reflect / compare and contrast to deepen their understanding and appreciation of British Values.</li> <li>II. Staff have received thorough training which has given them the understanding needed to both recognise and challenge extremist ideas.</li> <li>III. All staff are trained annually by external experts followed up by school leadership. They are included in action planning.</li> </ul>	TC	Done	
<b>4   Welfare, pastoral and Chaplaincy support</b>					
<ul style="list-style-type: none"> <li>I. Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</li> <li>II. Does the institution have chaplaincy provision or is this support signposted locally or brought in?</li> <li>III. Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</li> <li>IV. Does the chaplaincy support reflect the student demographic and need?</li> </ul>	N	<ul style="list-style-type: none"> <li>i. Pastoral care is provided by the SLT and is highly effective.</li> <li>ii. Chaplaincy provision is provided by the Rector at All Saints Church who visits school at least once per week.</li> <li>iii. The headteacher meets with the Rector on a weekly 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.</li> <li>iv. The chaplaincy support reflects the student, staff and parent demographic and need, and is very much need led.</li> </ul>	TC and RD	Done	
<b>5   Speakers and Events</b>					
<ul style="list-style-type: none"> <li>I. Is there an effective policy/framework for managing speaker requests?</li> <li>II. Is it well communicated to staff/students and complied with?</li> <li>III. Is there a policy/framework for managing school events i.e. charity events?</li> </ul>	Y	<ul style="list-style-type: none"> <li>i. A framework is in place and this is led by the Headteacher. However, a formal policy needs to be created.</li> <li>ii. The policy will be created with staff and therefore communicated with them. Currently, this is done verbally by the Headteacher.</li> <li>iii. The written policy / framework needs to be created.</li> </ul>	TC	Jan 19	

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IV. Are out of school events which are supported, endorsed, funded or organised through the institution subject to policy/framework?		iv. This will be reviewed once the policy has been created. Currently this is at the discretion of the Headteacher.			
<b>6   Safety Online</b>					
I. Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?	Y	i. School has a detailed Online Safety Policy along with acceptable use polices. 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.	TC	Dec 19	
II. Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?		ii. Firewall and filtering in place through LCC			
III. Does this also include the use of using their own devices via Wi-Fi?		iii. Firewall applies to all devices that use the school's Wi-Fi			
IV. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?		iv. There is a manual system to identify serious, repeated breaches. However, school needs to consider an electronic system.			
<b>7   Prayer and Faith Facilities</b>					
I. Does the institution have prayer facilities?	N	i. Prayer facilities in place for children and families who require this.	TC	Done	
II. Are they 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.			
<b>8   Site Security</b>					
I. Are there effective arrangements in place to manage access to the site by visitors and non-students/staff?	N	i. Arrangements in place- InVentry system used. There is a clear procedure for access to the building which forms part of all staff, governor, volunteer and student inductions.	TC and AW	Done	
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. Policy for publicising materials in place			
<b>9   Safeguarding</b>					
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	TC	Done	

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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? III. Does the institution utilise Channel WRAP Police as a support mechanism in cases of radicalisation and extremism? IV. Does the institution have a policy regarding referral to Channel Wrap identifying a recognised pathway and threshold for referral?		ii. All staff are fully trained in house, by external providers and by the Police (WRAP) or external consultant iii. Channel WRAP is used by the school as well as <a href="http://www.preventforschools.org/index.php?category_id=-1">http://www.preventforschools.org/index.php?category_id=-1</a> iv. Policy for referral to Channel WRAP in place and monitored by Headteacher.			
<b>10   Communications</b>					
I. Is the institution Prevent Lead and their role widely known across the institution? II. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? III. Are there information sharing protocols in place to facilitate information sharing with Prevent partners?	N	i. The whole school knows that the DSL is also the Prevent Lead. All staff know who the DSL is. 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. iii. Information sharing protocol made clear in the school's Safeguarding and Child Protection Policy	TC	Done	
<b>11   Incident Management</b>					
I. Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? II. Is a suitably trained and informed person identified to lead on the response to such an incident? III. Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? IV. Does the institution 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? V. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?	Y	i. Management plan in place and understood. ii. Headteacher and Deputy Headteacher are fully trained to deal with terrorist related issues. 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. iv. Arrangements in place to deal with tensions on or off site. Risk assessments always completed to minimise the likelihood of this happening. v. This is done through PSHE teaching or on a 1:1 with children if an issue has arisen. School employ a counsellor to work with children who we feel need extra time to discuss their feelings / concerns. Staff are a part of a supportive but rigorous appraisal and performance management system.	TC	Done	

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<b>12   Welfare, pastoral and Chaplaincy support</b>					
I. Does awareness training extend to sub-contracted staff and volunteers? II. Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?	N	i. Awareness training is explained to all people who work in the school (voluntary or paid) as part of our safeguarding induction. 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.			