# Dee Point Primary School
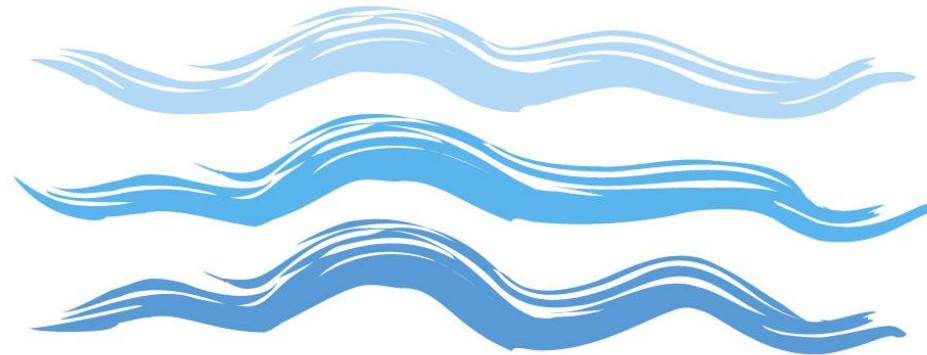
# Prevent Duty Risk Assessment

# 2016 – 2017

# Prevent Duty Risk Assessment/Action Plan

*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**

| No. | Prevent Vulnerability/Risk Area | Risk Y/N | Action taken/already in place to mitigate/address risk | Owner | When | RAG |
|---|---|---|---|---|---|---|
| 1 | **LEADERSHIP** <br><br> Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"? <br><br> ☐ Board of Governors <br> ☐ SLT <br> ☐ Staff <br> ☐ Safeguarding team | Y | The Safeguarding lead attended Prevent Duty training on the 30th Nov 2015. From this training, the safeguarding lead and deputy delivered Prevent training in the school for all staff and governors on Monday 4th January 2016. Every Spring Term the Safeguarding team will deliver Prevent (WRAP) training through the following online tool: https://www.elearning.prevent.homeoffice.gov.uk/ <br><br> The safeguarding team also regularly updated the S175Safeguarding Audit and Policy in response to the training attended | DW/AL/MD | By March 2017 | Green |
| 2 | **Partnership** <br><br> 1) Is there active engagement from the school/setting's Governors, SMT, managers and leaders? <br><br> 2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP) <br><br> 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? | Y | The school has an effective Safeguarding Team that consists of the Headteacher, Family Support Worker, Deputy Headteacher and a Designated Governor. <br><br> 1) SLT were provided with a briefing by Prevent Coordinator on 4/1/16 alongside all other staff. This is then re-visited on an annual basis. <br> 2) The Prevent Lead for Dee Point is the Safeguarding Lead - Dave Williams He is responsible for oversight of the Prevent Action Plan & update to SLT & Governors. <br> 3) The Prevent Lead is familiar with both Local Authority and Police Prevent Leads. <br><br> 4) All Safeguarding Procedures relating to | DW | Annually | Green |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | PREVENT are explicitly identified in the school's Child Protection Policy which is reviewed annually. | | | |
| 3 | **Staff Training**<br><br>Do all staff have sufficient knowledge and confidence to:<br><br>1) exemplify British Values in their management, teaching and through general behaviours in the school/setting<br><br>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<br><br>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response | Y | The staff at the school have knowledge and confidence in terms of the PREVENT agenda however there are other examples in our curriculum through the teaching of British Values.  We celebrate diversity across the school evidenced in our British Values Week, as well as in our explicit teaching linked to SMSC through PSHE and P4C teaching.<br><br>1. The school's behaviour policy is a good example of where this works well with consistent language that reinforces model behaviour and expectations across the school.<br><br>2. Through Prevent training we will review the procedures annually and ensure all staff's knowledge of extremist ideas is clear so they are able to challenge perceptions or concerns.<br><br>3. The Headteacher and SPOC ensures all training is accessed and al staff have a clear understanding of the PREVENT agenda. | DW | Ongoing | Green |
| 4 | **Welfare, pastoral and Chaplaincy support**<br><br>1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school/setting?<br>2) Does the school/setting have chaplaincy provision or is this support signposted locally or brought in?<br>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the school/setting's welfare and equality policies?<br>4) Does the chaplaincy support reflect the student demographic and need? | N | 1. The school has a very robust and highly effective pastoral team – FSW, Learning Mentor, SENCO and DHT meet regularly to address issues in the school.  Effective TAF's are implemented alongside strong links with Social Care and numerous Health Professionals to ensure children's safety and wellbeing are at the core of what we do.<br><br>2. The school does not have chaplaincy provision but has strong links with local community and can signpost parents / carers confidently.<br><br>3. Monitoring is done half termly by SLT and supervision provided half termly too.  It is a clear | CG<br><br><br><br><br>AL<br><br><br>DW / CG | On going<br><br><br><br><br>On going<br><br><br>Half termly | Green<br><br><br><br><br>Green<br><br><br>Green |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | strength of the school. | | | |
| | | | | 4. Yes | | | |
| 5 | **Speakers and Events** <br> 1) Is there an effective policy/framework for managing speaker requests? <br> 2) Is it well communicated to staff/students and complied with? <br> 3) Is there a policy/framework for managing on-site events i.e. charity events? <br> 4) Are off site events which are supported, endorsed, funded or organised through the school/setting subject to policy/framework? | Y | 1. The school has not had to deal with this request within the local community. The school would only offer speaker opportunities within a democratic local forum – One Voice for Blacon or Community Partnership Meetings. The school would not support any other organised event. The HT and designated lead is chair of the local HT group and manages all agendas and speakers at events. <br><br> 2. The school will have implemented a Communications Policy by Jan 2016. <br><br> 3. The school does not allow any on-site events that are not organised by or through the school. | DW | | |
| 6 | **Safety Online** <br> 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? <br> 2) Does the school/setting employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? <br> 3) Does this also include the use of using their own devices via Wi-Fi? <br> 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy? | | 1. The school has a detailed and extensive ICT policy that covers both the school's and LA's position on acceptable use of ICT. Alongside this, all staff at the school must sign an acceptable use of ICT agreement when they start at the school. This explicitly references the unacceptable access to extremism materials. <br><br> 2. The school has a robust firewall and filter programme across the school. This is well monitored by our ICT technician Dan Woolley. The school uses You Tube but this is filtered, overseen and managed by teaching staff. The school is implementing this year a program for moinitoring internet use of pupils in school, although any inappropriate material cannot be accessed due to stringent firewall procedures. <br><br> 3. No staff are able to use their own devices on the school's Wi-Fi system. Only in exceptional circumstances is this allowed through agreement | LF | September 2016 | Green |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | 4. | The system is controlled by EXA Education. | | |
| 7 | **Prayer and Faith Facilities**<br>　1) Does the school/setting have prayer facilities?<br>　2) Are there good governance and management procedures in place in respect of activities and space in these facilities? | | | 1. | The school does not have prayer facilities as no families / children request this. The school will re-evaluate if a request is made. | DW | Autumn Term - ongoing | Green |
| 8 | **Site Security**<br>　1) Are there effective arrangements in place to manage access to the site by visitors and non-students/staff?<br>　2) Is there a policy regarding the wearing of ID on site? Is it enforced?<br>　3) Are dangerous substances kept and stored on site?<br>　4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?<br>　5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?<br>　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? | | | 1. | The school has 1 main entrance during the school day, this is fob controlled and cannot be accessed. At the beginning and end of the day, all key exit and entrance points are manned by school staff. The site is secure throughout the day and no access top children can be gained. The school has recently been rebuilt (August 2016) and has temporary access points at the start and end of the day. These are rigorously managed and ensure children's safety throughout.<br><br>2. All staff, authorised visitors i.e. governors must wear ID badges. All visitors are signed in and assisted around the school.<br><br>3. Any potential hazardous substances i.e. cleaning materials are locked away / stored appropriately and the school follows COSHH advice which is checked annually through a Health & Safety review.<br><br>4. The school will monitor any external organisations wishing to distribute leaflets. These are agreed with the Headteacher if they are appropriate.<br><br>5. The school will not be involved in any materials / publicising of organisations that show any political or religious bias or potentially provoke the local community. It will however tackle discriminatory and harmful stereotyping. | DW | Sep 2016 | Green |

| 9 | **Safeguarding**<br>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?<br>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?<br>3) Does the school/setting utilise Channel as a support mechanism in cases of radicalisation and extremism?<br>**4)** Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? | | 1. The school has updated it's Safeguarding Policy in Autumn 2016 which reflects includes its role in protection against radicalisation and extremism.<br><br>2. The designated lead has undertaken training around the Prevent agenda. The deputy lead has delivered basic awareness training with the Prevent agenda built in. All designated leads will continue to keep abreast of recent and current changes through the SCIE team in the Local Authority.<br><br>3. The school does not utilise Channel but is fully aware of this organisation and their role. This is included in the school's Safeguarding policy. This pathway is explained in the policy and through the Prevent training. (links to bullet point 4 too) | DW / AL / MD | Nov 2016 | Green |
| --- | --- | --- | --- | --- | --- | --- |
| 10 | **Communications**<br>1) Is the school/setting's Prevent Lead and their role widely known across the school/setting?<br>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?<br>**3)** Are there information sharing protocols in place to facilitate information sharing with Prevent partners? | | 1. The school's Prevent lead is explicitly mentioned in the school's policy and all staff have been briefed on this in Jan 2016. This is an annual training session to reiterate this and is evident in the school's Child Protection Policy.<br><br>2. The Prevent lead will continue to advise and inform all staff and children when relevant updated issues are given.<br><br>3. Information sharing with partners is evident in the school's safeguarding policy and through training on the Prevent agenda. | DW / AL | Ongoing | Green |
| 11 | **Incident Management**<br>1) Does the school/setting have a critical incident management plan which is capable of dealing with terrorist related issues?<br>2) Is a suitably trained and informed person identified to lead on the response to such an incident?<br>3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?<br>4) Does the school/setting have effective arrangements in place | | 1. The school has a Critical Incident Management Plan that is capable of dealing with all critical incidents including terrorist related issues. The HT leads on this and has undertaken Prevent training.<br><br>2. In all incidents of this nature, the school would work alongside the media department of the | DW | Sept 2016 | Amber |

| | | | | | | |
|---|---|---|---|---|---|---|
| | to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety?<br>5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? | | local authority and their critical incident team to ensure appropriate communication takes place should an incident occur.<br><br>3. The school would use the Critical Incident Management Plan and liaison between local community groups and schools which the HT leads or is a representative on to identify and respond to possible events.<br><br>4. The school's strong pastoral team would be prepared for any issues where pupil tensions are impacted upon. | | | |
| 12 | **Staff and Volunteers**<br>1) Does awareness training extend to sub-contracted staff and volunteers?<br>2) Is the school/setting vigilant to the radicalisation of staff by sub-contracted staff and volunteers? | | 1. 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. All volunteers are closely monitored in school by our volunteers lead. (see Induction Policy)<br><br>2. The school remains vigilant and aware of the behaviours and appropriateness of all volunteers in school. | DW / AL / HS | Ongoing | Green |
| 13 | **Freedom of Expression**<br>1) Does the institution have a Freedom of Speech/Expression policy?<br>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?<br>3) Is the need to protect vulnerable individuals covered within this policy? | | 1. The school's view on Freedom of Speech is included within the Safeguarding Policy and covers the pertinent points identified in this risk assessment. | DW / AL | Autumn 2016 | Green |
| 14 | **Curriculum**<br>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?<br>2) Does the school deliver training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media?<br>3) Does the school ensure that Students are aware of the | | 1. The school's curriculum is improving in terms of ensuring we have a range of initiatives and activities that promote the spiritual, moral, social and cultural needs of the children through both the explicit curriculum (P4C, PSHE, Curriculum Themes including LGBT, LOTC) as well as the 'hidden' ones, i.e. assemblies, school visits, displays, visitors into school, newsletters, Twitter feeds and extensive community engagement | AB / AJ | October 2016 | Amber / Green |

| | | benefits of community cohesion and the damaging effects of extremism on community relations?<br>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? | | projects.<br><br>2. The school works tirelessly within the local community to engage and ensure it is cohesive. We arrange trips and visits across the diverse religious groups, as well as many annual community events that unite different parts of the community, i.e. Blacon Festival, Blacon Community Awards, Christmas Carol Concerts and Christmas Fairs across the community.<br><br>3. The Headteacher supported by Curriculum leads provides appropriate guidance and challenge to parents, staff and pupils who express racist, extremist, homophobic or other views / opinions contrary to the inclusive values promoted by the school.  These are embedded in the curriculum, culture and ethos of the school. | | | |