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|  | **PREVENT RISK ASSESSMENT / ACTION PLAN – EXTREMISM AND RADICALISATION** | | | | | | | | | |
|  | **Location: Singleton CE Primary School** | | | | | | | | | |
| **School name:**  **Address and Contact Details:** | |  | | | | Singleton CE Primary School  Church Road  Singleton  Poulton-le-Fylde  FY6 8LN | | **Name of Person(s) undertaking assessment** | Mrs A Clayton/ Mrs Rund / S.H.E. Committee | |
| **Head teacher:** | |  | | | | Mrs Amanda Clayton | | **Date of Assessment:** | September 2022 | |
| **Signature:** | |  | | | |  | | **Planned Review Date:**  (1 years) | Autumn Term 2024 | |
| **How communicated to staff:** | |  | | | | Staff training | | **Date communicated to staff:** | **September 2022** | |
|  | **Radicalisation** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.  **“Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011).  Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.  Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups. ‘Prevent’ in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes | | | | | | | | | |
|  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Probability** | | | | | | | **Impact** | **1 – Rare** | **2 – Unlikely** | **3 – Possible** | **4 – Likely** | **5 – Almost Certain** | | **5 – Extreme** | 5 | 10 | 15 | 20 | 25 | | **4 – Major** | 4 | 8 | 12 | 16 | 20 | | **3 – Moderate** | 3 | 6 | 9 | 12 | 15 | | **2 – Minor** | 2 | 4 | 6 | 8 | 10 | | **1 - Insignificant** | 1 | 2 | 3 | 4 | 5 |   RAG Rating  Limited / No Progress  On track / ongoing as planned  Completed | | | | | | | | | |
| **Risk Area** | **Hazard** | | **Probability** | **Impact** | **Risk scoring** | | **Control Measures**  **Action taken/already in place to**  **mitigate/address risk** | | **Actions required** | **Progress  RAG**  **Rating** |
| **Leadership** | * Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level . Prevent Risk Assessment Template Understanding the Prevent Duty for Schools Page 19 * The organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective. | | **1** | **3** | **3**  **Very low** | | * All staff and governors have completed the online   training provided by the Home Office at:  <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>   * The school office hold copies of the training certificates. * Safeguarding audit updated Termly - monitored by the Governance committee who evaluated and reflect on PREVENT. * The safeguarding policy updated in line with LCC model policy updates and adopted by governors and is on the website to reflect ‘PREVENT’. * Annual Safeguarding report and action plan written by HT and given to the safeguarding governor – who disseminates the information to the rest of the governing body * Information on ‘PREVENT’ is also available in the staff room. * Prevent risk assessment updated annually by Lisa Rund and monitored / ratified by the SHE committee * Staff receive annual safeguarding updates. All new staff receive a safeguarding pack and a safeguarding induction delivered by a DSL * From September 2022 – monthly 7 minute PREVENT / Safeguarding refresher briefings introduced and delivered to all staff | | **Annual reviews 2022 /23**   * Safeguarding Policy * PREVENT risk assessment and action plan * Termly audit of safeguarding * Annual Update of the safeguarding policy * Update / review of the PREVENT statement for the website * Annual refresher updates / training for all staff * Annual updates of the Safeguarding Library located in the staff room |  |
| **2 Partnership** | Is there active engagement from the schools  governors, SMT, managers and leaders?  Does the school have an identified single point of  contact (SPOC) in relation to Prevent?  (Usually SP/DDSP)  Does the school engage with the Local Authority Police Prevent Leads and engage  with local Prevent Boards/ Steering Groups at Strategic and Operational Level? | | **1**  **1**  **1** | **3**  **3**  **3** | **3**  **Very low**  **3**  **3** | | Governors are aware that L. Rund is PSHE Lead and she  provides advice on what can be provided in terms of training and  raising awareness about PREVENT. Lisa responsible for  oversight of the Prevent Risk Assessment Plan and update, to  SLT and Governors  Amanda Clayton is the safeguarding lead. She is responsible for  Overseeing the Prevent Action Plan & to update SLT, staff and Govs.  Lisa Rund is the PREVENT lead and she ensures that the curriculum  meets all the requirements outlined in the PREVENT Strategy.  All staff receive annual Safeguarding updates each September and  sign to say that they will read the information  The Prevent Lead is familiar with both local authority and police  Contact details  There is a Safeguarding file located in the staff room with all contact  Details  As a school we are part of operation encompass and work with a  Range of agencies – there is a statement re this on our website  We work with the MASH team and receive alerts form them | | * Annual updating of Information for the MASH team * Update / review of the PREVENT statement for the website * Annual review of PREVENT risk assessment and action plan |  |
| **3**  **Staff Training** | Do all staff have sufficient knowledge and  Confidence to:   * Exemplify British Values in their management, teaching and through general behaviours in the school. * Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used be terrorist groups and can purport to legitimise terrorism. * Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response. | | 3  2 | 2  4 | 6  Low  8  Medium. | | All teaching staff have received training on British Values and how  to embed/develop naturally within school. For example, we  share British Values in our SMSC teaching, through all of the curriculum and assemblies and British Values are threaded through all of the curriculum where possible/where appropriate.   * All staff are expected to develop learners understanding of British Values through their curriculum delivery. Long term plans are reviewed annually and updated to reflect current practice. We celebrate diversity at events and support charities regularly. * We modal tolerance and respect for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country. School has an Equality Information Policy in place. * As a direct result of the depth and breadth of the training for PREVENT delivered and sourced by the HT, all staff and Governors are aware of the factors that make an individual vulnerable and have a better awareness or stereotypes. * Safeguarding Policy includes reference to radicalization. PREVENT training underlines complexities involved and Notice, Check, Share principles * Staff are clear that they must refer any concerns using the Safeguarding referral process. * All staff have undertaken Safeguarding refreshers. * Online Prevent training has been introduced for new staff all staff review this training every 3 years in line with the refresher safeguarding training * All staff required to have had Prevent training. * New starters receive Safeguarding training delivered face to face at induction. * Prevent online training introduced for new starters to take within first few weeks of starting as part of the on boarding process. * All Governors also undertake this online training as well as other ‘hard to reach’ staff e.g. invigilators and zero hours staff. | | All PREVENT training is up to date  Curriculum has just been updated to include new SCARF materials | Ongoing |
| Does awareness training extend to sub-contracted staff and volunteers?  Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers? | | 2 | 2 | 4 | | All staff and volunteers are subject to rigorous, ongoing,  Safeguarding checks including annual declaration of disqualification and all other checks in line with safer recruitment policy and procedures.  Volunteers are given a safeguarding induction and a volunteer  Leaflet | |  | Ongoing |
| **4**  **Welfare and pastoral support** | Staff or other contracted providers(e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally  The organisation does not provide effective welfare and pastoral support which results in young people (and  staff) being unsupported and the risk of vulnerabilities being exploited.  Pupils are radicalised by factors internal or external to the school | | 1  1  1 | 4  1  3 | 4  Low  1 very low  3 | | * Designated Safeguarding Lead and all staff to have received ‘Prevent’ awareness training (face to face or online). A minimum of a nominated Governor to have attended safeguarding training which includes ‘PREVENT’ information. PREVENT Training recommended to all Governors ( to be refreshed every 3 years) * Contracted staff are made aware of the person to whom concerns are to be reported (information on visitor badges, leaflet when signing in and posters). * Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety * School has a robust pastoral provision underpinned by the SEND and behaviour policies and supported by the HT, SENDCo and school family support worker (Learning Mentor). This works effectively, supporting children and families within an open, honest and supportive culture. * School has a proven track record of effectively working with families and other agencies such as Sure Start and Children’s Social Care in order to improve outcomes for children. * Concerns are reported to the DSL / via CPOMS * Records are held of any referrals with an audit trail being maintained * School ensures inclusivity for Pupils in receipt of PP * School uses SCARF teaching resources * We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences * Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety * Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’ * Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or ‘British values’ * Staff are aware of local factor i.e. political views etc. which might have an influence on pupils | | Staff training all in place  **Actions**  Online Policy – needs updating – currently outstanding  Culture and diversity – key priority on t SIP – 2021/ 22 / 23  Parent workshops  As we come out of COVID we need to continue to put Pre COVID – protocols and processes back in place - with regards for example to the signing in process/ visitors to school etc | Ongoing |
| School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally | | 1 | 2 | 2 | | • We communicate regularly with statutory partners and agencies regarding a range of concerns  • All staff are aware that concerns are reported to the DSL  • We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies. | | Learning mentor – has established very good links with a range of external agencies | Ongoing |
| **5.**  **British Values**  **in the**  **Curriculum** | Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts‘ British values’ | | 1 | 4 | 4 | | * We have appropriate whistleblowing procedures and a range of ‘safeguarding’ policies which are known and understood by staff, volunteers and regular contracted staff * Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’ * Opportunities to promote ‘British values’ are clearly identified within all curriculum areas * Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies * We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system. The information accessed by pupils and staff is monitored by the DSL / SHE using ‘BTLSs’ software. * All KS2 pupils have an individual log in for all computers so that use of the internet can be identified. | |  | Ongoing |
| Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged  A culture of disrespect and  Intolerance and where tensions are allowed to flourish. | |  |  |  | | * Pupils are taught about respect for other cultures and gain an understanding of community cohesion * Opportunities are created both within the environment and the curriculum to promote the settings’ ethos and values * Displays and other literature available in school reflects and encourages diversity and community cohesion * Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying * Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders | | Assemblies | Ongoing |
| **6**  **Organisational Culture** | Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school | | 3 | 2 | 6 | | * Senior Leadership Team are aware of the ‘Prevent’ Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the ‘Prevent’ duty * Clear awareness of roles and responsibilities regarding ‘Prevent’ exist across the school * Safer Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school * Staff development programmes include reference to ‘British values’ and to the promotion of community cohesion * Guidance and literature is available for staff on the ‘Prevent duty’ and local aspects of extremism and radicalisation * A process is in place to identify and develop ‘lessons learned’ identified either by us or by other organisations/advisers | |  | Ongoing |
| Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure | | 1 | 3 | 3 | | * Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them * Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency | |  | Ongoing |
| **7.**  **Visiting speakers/ Environment** | Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict ‘British values’  Visitors in school  Extremist or terrorist related material is displayed within the setting | | 2 | 3 | 6 low | | * Materials to be delivered by external speakers are discussed with the speaker prior to delivery * Visiting speakers are not left alone with pupils - Staff are required to remain in the room with external speakers so they can address issues as they arise * Regular visitors / volunteers are subject to DBS checks * Protocols are in place for all people visiting the school site – A summary poster is on display for the staff to ensure that visitors identification is checked and that safeguarding processes are then implemented * All visitors are issued with a lanyard * Mobile phones are not allowed in the building, all visitors hand these in at the office * Where possible, contractors are booked in outside the school day. * The appropriateness and relevance of all materials or literature are considered prior to display * Staff concerns are discussed with the DSL before materials are used * Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head Teacher / S.H.E. Committee | | **Action**  COVID meant many changes had to be implemented and that a significant reduction of people entering the site occurred. As we get back to normal over 18 months later – we need to refresh the staff on the safeguarding processes and protocols regarding Visitors on site  All staff to be given a copy of the poster | Ongoing |
| School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics | |  |  |  | | * The school is not let or hired out at this time | |  |  |
| **8.**  **Computing and on-line study** | Pupils access extremist or terrorist material whilst using school networks | | 1 | 4 | 4 | | * The ICT network has appropriate filters which block sites which are deemed to be inappropriate * School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network * Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable * School has a robust firewall and a filter programme that is monitored by the IT lead and SHE committee in school as part of the SHE monthly monitoring systems. * The system is monitored for repeat usage and also the LA monitors the system BUT DOES NOT SEND REPORTS – however if we notice an issue/anomaly we would contact the LA immediately to get full information / support | | Remote Learning Policy devised during COVID Pandemic – guidance booklets developed for Parents – with Safeguarding information  **Actions**  Online safety Policy needs updating | Ongoing |
| On-line/social media communications relating to extremist or terrorist materials feature the school’s branding | | 1 | 4 | 4 | | * As a school we have a ‘Facebook’ page which has set administrators and is monitored on a daily basis for comments added. Comments can be hidden or deleted. * People are also blocked as and when deemed necessary * At the beginning of each class assembly parents watch up to date NSPCC videos about on-line safety relative to the age of their child. | |
|  | Pupils access extremist or terrorist materials out of the school setting | | 1 | 4 | 4 | | * Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line   • Information sharing sessions are provided to pupils, staff and parents on staying safe on-line | |  | Ongoing |
| **9**  **Site Security** | Ineffective arrangements in place to manage access to the site by visitors and non-students/staff.  Ineffective policy regarding the wearing of ID on site, which is not enforced.  Ineffective arrangements for the storage of dangerous substances on site. | | 3  3  1 | 4  4  4 | 12  12  4 | | * Visitors to school forms part of the Safeguarding policy   + Protocols are in place for all types of visitors * Barriers at all entry/exits. Entry/Exit permitted * Reception staff trained * All visitors have to sign in at Reception * All contractors are collected and met, badges issued by Reception. * Agency staff through vetting check process with HR and Procurement Manager. Access approved once checks completed * All visitors required to display ID and staff/ students/visitors are   subject to routine checks by Deputy DSL / Office Manager and Junior Leadership Team   * There are effective measures in place to ensure that appropriate security and health and safety procedures are followed. * COSSH register in place and updated by Office Manager – SHE committee check on this | | **Action**  Contractors on site – protocols reviewed and updated – need to be implemented  Student teachers on site – protocols due for review and updates  Visitors on site protocols due for review and updates  Regularly Update the COSHH register | Ongoing |
| **10**  **Safeguarding** | Insufficient attention paid to the protection against the risk of radicalisation and extremism which is not included within Safeguarding and other relevant policies  Safeguarding and Wellbeing staff do not receive additional and ongoing training to enable the effective understanding and  handling of referrals relating to radicalisation and extremism.  Safeguarding/Prevent concerns  are not effectively logged and  monitored. | | 1  1  1 | 3  4  4 | 3  4  4 | | * Explicit in policy and information. * All staff to continue to monitor and raise concerns of student’s at risk to the safeguarding lead(s) * Regular communication and updates provided to Safeguarding and Wellbeing team from external partner and government information sharing. * Local Safeguarding boards and Prevent Leads advise on training opportunities for staff to access * School provides external refresher training for all staff every 3 years. DSL’s receive training every 2 years. Safe recruitment Training is completed every 5 years. Extensive records of external training are kept. Internal training is given to every new staff member and refresher information is given out at the beginning of each academic year * Safeguarding is the first item on the staff meeting agenda each week * CPOMS – is effectively used to communicate and keep effective records of all safeguarding concerns and actions taken * Very effective communication and referral systems in place * Anti-Terrorism Policy – in place * Emergency Plan – In place | | **Action**  **Reviews of**   * Emergency plan * Anti-Terrorism Policy * Staff training – ensure that in place and carried out within the guidance timeframes * Safeguarding policy | Ongoing |
| **11.**  **Communication** | The School Prevent Lead and their role is not widely known across the institution.  Staff and students are not made aware of the Prevent Duty, current risks and appropriate activities in this area.  Information sharing protocols are not in place to facilitate information sharing with Prevent partners. | | 1  2  3 | 4  3  4 | 4  6  12 | | * Safeguarding Team known, which includes the DSL * All updated materials published and staff directed to them – either via emailed copies or master copies placed in the safeguarding Library located in the staff room * Regular updates from Prevent partners shared and cascaded with relevant staff including Safeguarding Team. * All staff and gov’s have completed the PREVENT awareness online training and have been certified. | |  | Ongoing |
| **12.**  **Incident management** | * Ineffective critical incident management plan which is insufficient in dealing with terrorist related issues. * Insufficient training and informed personnel identified to lead on the response to such an incident * Failure to understand the nature of such an incident and the response that may be required in terms of the media | | 1  2 | 5  5 | 5  10 | | * Critical Incident – emergency plan in place and updated * COVID has meant that many staff have left and we have 5 new members of the staff team – who need training on a ‘critical incident situation’ and potentially the role they will play within the critical incident team * Key members of the critical incident team know and understand their roles * The SHE committee – have ratified the updated Critical incident plan * The HT would be expected to lead in the case of an incident. Staff all have identified roles and responsibilities if there was a critical incident. * The HT would work with the LA media dept. in terms of publicised responses. The LA critical incident team would be the first point of contact for the HT in an emergency situation. * The ‘Critical Incident Team’ receive annual update Training. The team all have their own Emergency Plan Pack. * The annual Health and Safety Handbook are updated each year and given to staff at the start of each academic year – outlining evacuation and lock down procedures. | | **Action**   * All new staff to be trained on Critical incident protocols * New Critical incident Boxes to be made with the sheets to be completed in the case of an incident and Critical incident Manuals to be made for the staff * SHE committee to run a test critical incident | Ongoing |
| **13**  **Staff Recruitment** | Insufficient safer recruitment  processes which are not robust. | | 1 | 4 | 4 | | * Safer Recruitment Policy in place and regularly updated in line with new guidance e.g. KCSiE * LCC Portal guidance on safer recruitment used at all times * Line manager induction / probationary period process covers safer recruitment * Training in safer recruitment – every 5 years Face to face training is mandatory for managers delivered by HR * Bank of interview templates and standard interview questions include safeguarding * Robust process for DBS checks for all staff and Governors. DBS compliant following recent audit. Single Central Record kept up to date and recently audited. * DBS Policy and risk assessment process in place | |  | Ongoing |
| **14**  **Educational Trips & Visits** | Increased risk of being caught up/victim of terrorist related incident. | | 2 | 5 | 5 | | * Risk assessments – for London Trip to houses of Parliament includes protocols for Terrorist incident * Education Visit , policy and procedure in place * SHE Committee oversees procedure and checks   + Educational visits risk assessment for each trip. * EVC – left – need to appoint new one * School Uses Evolve for risk assessments * Trip Grab bag and critical incident information / protocols provided for each Trip * Consideration of destination and trip details at pre trip agreement stage.   + Letters are sent to parents where applicable   + SLT on call 24/7 in case of an emergency and have access to all trip information   + ‘Act of Terrorism – large events or big cities risk assessment for trips within this scope | | **Actions**  Educational Visits Policy due to be updated  Appointment of new EVC – given Staffing changes | Ongoing |
|  | **Additional Notes and further action required:**  **Definitions**   * An ideology is a set of beliefs. * Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. * Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity. * Terrorism is an action that endangers or causes serious violence, damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a Political, religious or ideological cause. * Vulnerability describes factors and characteristics associated with being susceptible to radicalisation. * Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of British armed forces is also included. | | | | | | | | | |