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 2023
Signature:				**Planned Review Date:** (1 years)	Autumn Term 2024
How communicated to staff:			Staff training	**Date communicated to staff:**	**September 2023**

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
1. 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 complete the online training provided by the Home Office at every 2 years: https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html • The school office hold copies of the training certificates/ records. • 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 2023 – monthly 7 minute PREVENT / Safeguarding refresher briefings introduced and delivered to all staff	**Annual reviews 2023 /24** • Review Safeguarding Policy (in line with KCSiE23) • PREVENT risk assessment and action plan • Termly audit of safeguarding • Annual Update of the safeguarding policy • Annual safeguarding training all staff • Update / review of the PREVENT statement for the website • PREVENT refresher updates / training for all staff – every 2 years • Annual updates of the Safeguarding Library located in the staff room • Training up of 2 new DDSL's due to staff changes	🟠 ongoing

2 Partnership	Is there active engagement from the schools governors, SMT, managers and leaders?	1	3	3 Very low	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. **Kate James** is responsible for oversight of the Prevent Risk Assessme update, to SLT and Governors	• 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	
	Does the school have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP)	1	3	3	**Amanda Clayton** is the safeguarding lead. She is responsible for Overseeing the Prevent Action Plan & to update SLT, staff and Govs. **Kate James** is the PREVENT lead and she ensures that the curriculum meets all the requirements outlined in the PREVENT Strategy.		
	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	3	3	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 notice board located in the staff/ work 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		
3 Staff Training	Do all staff have sufficient knowledge and Confidence to:				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.	New Staff need PREVENT training is up to date Curriculum includes new SCARF materials School to embraces all national opportunities to embed British Values within School calendar – e.g. coronation PHSE/ Curriculum Lead Lisa Rund – ensures that the school curriculum / calendar is inclusive	🟡Ongoing
	• Exemplify British Values in their management, teaching and through general behaviours in the school.	3	2	6 Low	• 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.		
	• Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used be terrorist	2	4	8 Medi um.	• 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.		

	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.				• 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 2 years • Phil Threlfall refresher safeguarding training will be completed every 3 years. (in the interim in-house annual training will take place) • 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.	of opportunities to celebrate and deepen knowledge and understanding linked to diversity e.g. • Black History Month • Culturally diverse trips • Assemblies that focus on world religions • Home projects that encompass diversity etc Kate to ensure that PREVENT training is up to date for all staff and governors (all staff / Gov's are at different stages in terms of when they are due)	
	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 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	1	4	4 Low	• 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 2 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).	Staff training all in place **Actions** Online Policy – needs sharing with all staff – Kate needs to do this	🟡 Ongoing

	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.	1	1	1 very low	• 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 FHWS 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	New online policy developed for children – Kate to lead the implementation of this from September 2023 Parent education – at the beginning of every assembly - Kate to provide short videos Newsletter – to now have a Safeguarding section – with information and links for parents	
	Pupils are radicalised by factors internal or external to the school	1	3	3	• 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		
	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	Pupils are exposed by school staff or contracted providers to messages supportive of	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	New Guidance with regards to Filter systems has been included in this years KCSiE 23	🟡 Ongoing

in the Curriculum	extremism, terrorism or which contradicts' British values'				• 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.	Kate James – is going to review this with the On line safety governor and ensure that the systems in place meet the requirements – making any necessary modifications where they don't	
	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 – diversity focus Develop new child friendly policies on Child on Child abuse, Bullying etc	🟡 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's 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** **W**e need to refresh the staff on the safeguarding processes and protocols regarding Visitors on site Kate to review current Protocols and update if appropriate Visitors to school Check lists.docx Saved Server – Safeguarding – 7. Visitors to school	🟡 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	**Actions** Online safety Policy needs communicating to all staff – Kate to do this Online safety children's version to be introduced from September 23- (Kate James) New Guidance with regards to Filter systems has been included in this year's KCSiE 23 Kate James – is going to review this with the On-line safety governor and ensure that the systems in place meet the requirements – making any necessary modifications where they don't	🟡 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	Monthly newsletter to now include a safeguarding information section each month – need to ensure that this is addressed at some point over the year Kate to provide age appropriate on line safety videos for parents at the beginning of each class assembly	🟡 Ongoing
9 Site Security	Ineffective arrangements in place to manage access to the site by visitors and non-students/staff.	3	4	12	• Visitors to school forms part of the Safeguarding policy o Protocols are in place for all types of visitors • Barriers at all entry/exits. Entry/Exit permitted • Reception staff trained	**Action** Contractors on site – protocols reviewed and updated – need to be implemented Student teachers on site – protocols due for review and updates	🟡 Ongoing
	Ineffective policy regarding the wearing of ID on site, which is not enforced.	3	4	12	• All visitors have to sign in at Reception • All contractors are collected and met, badges issued by Reception.		

	Ineffective arrangements for the storage of dangerous substances on site.	1	4	4	• 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	Visitors on site protocols due for review and updates (Kate to review 23/24) Regularly Update the COSHH register – Julie / Rachel to monitor the t the 3rd party providers have this in place SHE committee to work with Diocese / property consultant to establish a phased approach to safeguarding fencing around the school Phase one to be completed in the academic year 23/24 – using DFC funds and additional contribution from the diocese	
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	**Action** **Annual Reviews of** • Emergency plan • Anti-Terrorism Policy • Staff training – ensure that in place and carried out within the guidance timeframes • Safeguarding policy Training up of 2 new DDSL's – in light of staff changes – to be completed in September 2023	⬤ Ongoing

					• 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		
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.	Kate as new PREVENT Lead – needs to introduce herself to all staff and provide an undated briefing of protocols / training updates and ensure that the safeguarding library in the staff work areas have up to date PRENT guidance / information for staff Kate to provide a copy of the PREVENT Risk assessment – for Staff to access – Kate to go through briefly with staff and place a copy in the Safeguarding libraries Kate to ensure that Business support Officer identifies training needs of staff and gov's – sends out training links and collates training certificates and maintains records	🟡 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	1	5	5	• 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	**Action** • All new staff to be trained on Critical incident protocols – SHE committee to support with this • Emergency plan to be updated to include all new staff	🟡 Ongoing

	• Failure to understand the nature of such an incident and the response that may be required in terms of the media	2	5	10	• 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.	• Staff to be given copies of the emergency plan – outlining their roles and responsibilities • 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 mock Critical Incident • Health and Safety Handbook to be updated and distributed • Sam Hodgeson Brown – H&S officer from LCC – to support with training – Fire wardens etc as part of SLA	
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	• Chair of the Governing body needs to update safer recruitment training • Plus, one other governor would be useful – to prepare for the transition when governors terms of office come to an end • Business support officer to check annually the status of the Safer recruitment training and organise updated training in line with the cycle	⬤ 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
   o 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.
   o Letters are sent to parents where applicable
   o SLT on call 24/7 in case of an emergency and have access to all trip information
   o 'Act of Terrorism – large events or big cities risk assessment for trips within this scope | **Actions**
Educational Visits Policy to be reviewed – By Kate James – ratified by the SHE committee

Kate James now 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.