

Prevent Risk Assessment

School: The Baird Primary Academy	Safeguarding Lead: Carly Welch / Stephanie Jarvis	Date of Assessment: September 2021	Date for review: September 2022
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Risk Area	Existing Measures	Actions	Risk Owner	Planned Completion Date	Red	
					Amber	
					Green	
Welfare and Safeguarding	<p>Staff or contracted providers are not aware of the school procedure for handling Prevent concerns and/or do not feel comfortable sharing issues internally</p>	<p>All staff are aware of the safeguarding procedure and that violent extremism and radicalisation is included within it.</p> <p>Trustees and Local Board members participate in online training to ensure their understanding of the risks.</p> <p>Staff have all read and understood the Safeguarding suite of policies, which detail this information.</p> <p>Prevent training is covered in induction processes for staff and volunteers. Prevent training is reviewed every 2 years through Educare.</p> <p>The Designated Safeguarding Lead is the point of contact. Staff receive training in the safeguarding process, as well as Prevent and Channel Programme.</p> <p>Staff have received appropriate training and are familiar with the school safeguarding policy. Staff have also</p>	<p>Ensure all staff Prevent training is up-to-date on Educare and renew where required.</p> <p>Ensure new staff have full induction on Prevent and understand the link between safeguarding and extremism and radicalisation.</p>	Carly Welch / Steph Jarvis	October 2021	Green

		<p>received refresher training through EduCare and passed a 'test' on this topic.</p> <p>Category within CPOMS to detail Prevent concerns.</p> <p>Safeguarding Lead provides regular updates to staff as to Prevent.</p> <p>Detailed on safeguarding guidance leaflet which goes out to all visitors and contracted providers.</p> <p>Referrals to Channel programme (if required) would be completed by one of the DSLs.</p>				
	Learners are radicalised by factors internal or external to the school	<p>PSHE curriculum and various theme days promote open discussion and a forum for pupils to share their views. Many of these days focus on the promotion of British Values and a culture of challenging others' opinions.</p> <p>PSHE curriculum has recently been reviewed in light of changes to guidance.</p> <p>Pupils are encouraged to think critically as part of the curriculum and establish their own views and opinions.</p> <p>Posters throughout the academy detail who pupils can speak to, to share any concerns.</p> <p>Key theme days promote pupils understanding of British Values and how to stay safe.</p>	<p>Monitor impact of new PSHE curriculum</p> <p>Book theme days for 21-22 and evaluate impact</p>	Carly Welch / Steph Jarvis / Amber Peacock	December 2021	

		<p>Training on online safety and preventing bullying have taken place for staff and will be revisited as part of annual safeguarding training sessions.</p> <p>Focus weeks completed on anti-bullying etc. as part of curriculum</p>				
	<p>The academy is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally</p>	<p>Key staff understands what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism.</p> <p>The Academy communicates regularly with statutory partners regarding a range of concerns.</p> <p>The academy has a good rapport with the local Police Youth Prevention Officer and he attends the school on a regular basis.</p> <p>The Academy has a good relationship with Dave Law (Local Police Prevent Representative) and have sessions booked with year 6 for later in the year.</p> <p>Academy staff have received training from local Police regarding broader issues such as Prevent, County Lines etc.</p> <p>Concerns are detailed on CPOMS under a Prevent category.</p>	<p>Revisit staff understanding of the terms radicalisation and extremism to ensure all staff are comfortable sharing concerns about radicalisation and extremism.</p>	<p>Carly Welch / Steph Jarvis</p>	<p>October 2021</p>	
<p>Curriculum and learning</p>	<p>Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values'</p>	<p>The School has clear and visible policies and procedures for managing whistleblowing and complaints – these are logged on CPOMS and the Principal notified of all concerns.</p>		<p>Carly Welch / Steph Jarvis</p>		

		<p>Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners are in place. There are clear Trust policies for managing concerns and complaints.</p> <p>Opportunities to promote British values are clearly identified within all curriculum areas and focused on through theme days. Opportunities for teaching British Values across the curriculum are tracked to ensure there is rigour.</p> <p>Focus theme days throughout the year promote equality and fundamental British Values.</p> <p>Concerns are recorded through a whistle-blowing category in CPOMS.</p> <p>ICT security policies and settings are rigorous to ensure that pupils cannot access materials supportive of radicalisation in school. This is monitored by teachers and the ICT team, as well as the Computing Leader. All pupils and parents have signed Acceptable Use Agreements to support this message.</p>				
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	<p>Academy staff have a duty in helping pupils from being drawn into terrorism and will promote a culture of democracy, mutual respect and tolerance, individual liberty and awareness of rule of law. Further information: Equality Policy.</p> <p>The school's values are clearly communicated within the academy and through the curriculum.</p>	Monitor the impact of theme days	Carly Welch		

		<p>Fundamental British Values are promoted through all aspects of the curriculum and through explicit theme days each year.</p> <p>The academy has a rigorous equalities policy which staff are aware of and opportunities within the curriculum and through assemblies are taken to promote equality.</p> <p>Clear behaviour management system in place which addresses inappropriate behaviour. Pupils are actively being taught executive function skills and strategies to verbalise their behaviour difficulties. Pupils who demonstrate anti-social behaviour on a regular basis participate in coaching to better understand their behaviour and challenge any views.</p>				
Organisational culture	Staff or contracted providers are not aware of /do not subscribe to the values of the school	<p>Rigorous recruitment and induction procedures in place.</p> <p>Information included in visitor leaflet to ensure that contracted providers e.g. providers of after school clubs are aware of the prevent duty and our expectations with regards to this.</p> <p>Prevent training falls as part of staff induction, and that of volunteers as well.</p> <p>Rigorous induction programme in place which details academy values.</p> <p>Values are clearly promoted throughout the academy.</p>	Ensure ongoing monitoring of contractors and external providers to ensure they are not inadvertently funding extremist organisations.	Carly Welch / Steph Jarvis	July 2022	

		<p>Positive praise is linked to values and these are actively taught in assemblies and collective reflection times.</p>				
	<p>Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing mechanism</p>	<p>The Academy has clear and visible policies and procedures for managing whistle-blowing and complaints</p> <p>Appropriate whistleblowing policy and awareness raising training provided to all staff</p> <p>Staff actively raise concerns and these are logged with the Principal.</p> <p>Principal has attended Managing Allegations training.</p> <p>Whistleblowing category on CPOMS.</p> <p>Whistleblowing monitored by Trust Safeguarding Manager and LADO notified of any concerns.</p>		<p>Carly Welch</p>		
<p>Management of space</p>	<p>Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs</p>	<p>No events, talks or relationship with external bodies promote violent extremism. Speakers are signed in and collected by a member of staff and are not left alone with learners. Staff ensure that visitors have been clearly briefed prior to arrival on the content of their discussions.</p> <p>Visitors are clearly briefed, and their content scrutinised prior to arrival.</p> <p>Visitors are usually regular to the academy and re-visit on a rolling programme.</p> <p>The academy is non-denominational and therefore does not actively promote any</p>		<p>Carly Welch</p>		

		<p>key religion. Visitors from varying organisations are therefore invited in to speak.</p> <p>Content of visitors is monitored closely by the SLT and action taken to stop any presentations if inappropriate. SLT are not afraid to challenge inappropriate conversations.</p> <p>Information included in visitor leaflet to ensure that all visitors are aware of the prevent duty and our expectations with regards to this. Senior staff arrange such visits and are not afraid to challenge any concerns they may have.</p>				
	Extremist or terrorist related material is displayed within school premises	<p>There are clear policies for the display of materials within school premises</p> <p>Learning environments are closely monitored on a weekly basis by the senior team as part of the monitoring schedule.</p> <p>Displays promote fundamental British Values and these are actively displayed throughout the academy.</p>	Develop displays regarding Prevent, British Values and diversity as part of our work on Personal Development.	Carly Welch	March 2022	
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics	<p>Academy lettings at present, due to Covid-19 have stopped.</p> <p>Academy premises are only hired to Scouts and Guides. Both organisations have to agree to our safeguarding procedures prior to the use of facilities. This is monitored by regular drop ins from the Principal and senior team.</p> <p>Clear policy for lettings which sets out the notice periods for hire and open</p>		Carly Welch		

		source checking arrangements for external organisations				
IT and Online Safety	Learners access extremist or terrorist material whilst using school networks	<p>Staff and pupils understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material. Any concerns are logged on CPOMS.</p> <p>Computing Leader is highly knowledgeable and regularly reviews procedures in place to ensure online safety. She monitors all e-safety concerns on CPOMS.</p> <p>Clear filtering systems in place and monitored by ICT team. Procedures in place for staff to raise any concerns.</p> <p>All log ins and usernames are monitored for inappropriate content, including use at home by staff. Communication with outside organisations e.g. through email is not allowed as pupils can only email through Purple Mash – this is monitored by teachers and all content approved prior to sending.</p> <p>Teachers are vigilant regarding pupils' use of ICT.</p> <p>Clear Acceptable Use Agreements in place for all pupils and parents are made</p>	Further develop staff and pupils' understanding of what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material.	Roz Adie	July 2022	

		<p>aware of these documents and agree to them as well.</p> <p>E-Safety taught as part of the curriculum and regularly revisited during theme days.</p>				
	<p>Online/social media communications relating to extremist or terrorist material feature the school's branding</p>	<p>The Principal and PA to the Principal manage the academy's social media accounts and monitor these on a daily basis. Posts / comments are actively deleted from the academy pages where relevant.</p> <p>IT staff that are concerned about the on-line behaviour of a learner report directly to the Safeguarding Team using CPOMS E-Safety category.</p> <p>Social media sites are blocked from access in the academy to ensure that pupils are unable to access these.</p> <p>Any concerns regarding pupil use are logged on CPOMS, including use out of the academy.</p> <p>e-Safety is taught as part of our curriculum and monitored by the Computing Leader.</p>	<p>Develop displays to promote e-safety are located throughout the academy.</p>	Roz Adie	March 2022	

External /Community Factors	The school is aware of the existence of extremist groups in the community and their potential impact on its staff and students.	<p>Academy aware of extremist groups in the community and their potential impact on pupils through regular liaison with Local Police Youth Prevention Officer and Dave Law.</p> <p>Academy has a close working relationship with the local Police Youth Prevention Officer, who shares information as appropriate and regularly liaises with DSLs at the Academy.</p>	<p>Academy to raise at local DSL network meetings that increased knowledge of this would be useful for schools.</p> <p>Academy to speak to Trust Safeguarding Manager to get up-to-date information on this.</p>	Steph Jarvis	July 2022	
	The School is unaware of specific vulnerabilities of pupils who may be more vulnerable to the messages of violent extremism	<p>Staff are explicitly trained in broader SEN factors that may indicate vulnerabilities to extremism. This is included in all CP and safeguarding training.</p> <p>Staff are aware that the following factors may make pupils more vulnerable to radicalisation and factor this in to their considerations:</p> <ul style="list-style-type: none"> • Online media usage to research and view violent extremist content • ASD traits are often present but should not be considered as the only vulnerability • Racist views (comfortable in expressing these openly to peers either online or in person) and other hate themes: religion/sexuality/disability • Mental health: anxiety, low mood, depression and self-harm • Historic and current bullying which have left a negative impression on them about their academy: how they view their peers and as well as staff who dealt with any incidents – creating a sense of injustice and grievance. 	Further training to be identified for staff in these specified support roles.	Steph Jarvis	July 2022	

		<ul style="list-style-type: none"> • Isolation/loner with few 'real friends'/peers – creating no sense of belonging. <p>Staff are aware of high percentage of pupils with ASD and the reasons that this may make them more vulnerable – staff monitor discussions and raise concerns where required.</p> <p>Staff have also completed increased training on mental health through Educare and we have several Mental Health First Aiders trained in school.</p> <p>Staff have an excellent knowledge of the pupils in their class and of their vulnerable characteristics.</p> <p>Vulnerable characteristics are listed on APDR forms.</p> <p>DSL attends relevant training where required and ensures that LCSB training is followed and actioned where gaps in knowledge exist.</p>				
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Useful Contacts

- Anti-terrorist hotline 0800 789 321 [gov.uk/ACT](https://www.gov.uk/ACT)
- Sussex Police Prevent Team
 Email: prevent@sussex.pnn.police.uk
 Phone: To talk to the Prevent Co-ordinator or Prevent Officers call 101 and ask for the Prevent Team.

Website resources and Links

- Prevent Duty Guidance for England and Wales <https://www.gov.uk/government/publications/prevent-duty-guidance>

- Working Together to Safeguard Children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- UNICEF's Rights Respecting schools Award <http://www.unicef.org.uk/rrsa>
- <http://www.itai.info/> Let's Talk About It is an initiative designed to provide practical help and guidance in order to stop people becoming terrorists or supporting terrorism. A good resource
- <http://www.preventforschools.org/> If you click the various links you will find a variety of resources which can be used to help educate and safeguard pupils in your school.
- East Sussex County Council <https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx>
- West Sussex County Council
<https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/>