

Prevent Risk Assessment

School: The Baird Primary Academy	Safeguarding Lead: Carly Welch / Stephanie Jarvis	Date of Assessment: September 2022	Date for review: September 2023
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Risk Area		Existing Measures	Actions	Risk Owner	Planned Completion Date	Red
						Amber
						Green
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling Prevent concerns and/or do not feel comfortable sharing issues internally	All staff are aware of the safeguarding procedure and that violent extremism and radicalisation is included within it.	Provide refresher training as and when required as per training spreadsheet.	Carly Welch / Steph Jarvis	July 2023	
		Training spreadsheet identifies when individual staff Prevent training is due for renewal – this is completed every two years and monitored by the Business Manager and informs training.	Work alongside Mental Health Support Practitioner to further understand the impact of anxiety and low mood on our pupils and their vulnerability.			
		Staff have all read and understood the Safeguarding suite of policies, which detail this information.				
		Prevent training is covered in induction processes for staff and volunteers. Prevent training is reviewed every 2 years (during T2 INSET).				
		The Designated Safeguarding Lead is the point of contact. Staff receive training in the safeguarding process.				

		<p>Staff have received appropriate training and are familiar with the school safeguarding policy. Staff have also 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 has been reviewed in line with government guidance.</p> <p>Assemblies also focus on the promotion of British Values</p> <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>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>Book theme days and evaluate impact.</p> <p>Subject leader to monitor impact of PSHE curriculum</p> <p>Increase opportunities for pupil voice</p> <p>Review assembly schedule to ensure pupils have sufficient opportunities for debate and developing understanding of British values.</p>	Carly Welch / Steph Jarvis / Amber Peacock	July 2023	

		<p>Key theme days promote pupils understanding of British Values and how to stay safe.</p> <p>Focus weeks completed on anti-bullying etc. as part of curriculum</p>				
	<p>The school 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>Carly Welch / Steph Jarvis</p>		
Curriculum and learning	<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 whistle-blowing and complaints – these are logged on CPOMS and the Principal notified of all concerns.</p> <p>Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners are in place.</p>		<p>Carly Welch / Steph Jarvis</p>		

		<p>Opportunities to promote British values are clearly identified within all curriculum areas and focused on through theme days. One Assistant Principal tracks opportunities for teaching British Values across the curriculum 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. 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>School 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: School's Equality, Diversity and Inclusion Policy.</p> <p>The school's values are clearly communicated within the academy and through the curriculum.</p> <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>		Carly Welch		

		<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> <p>One Assistant Principal has the role of tracking equality opportunities and ensuring that this policy is adhered to.</p>				
Organisational culture	<p>Staff or contracted providers are not aware of /do not subscribe to the values of the school</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>Rigorous recruitment procedures in place.</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> <p>Positive praise is linked to values and these are actively taught in assemblies and collective reflection times.</p>	<p>Information for contractors to be developed to ensure they are aware of the Prevent duty.</p>	Julie Lacy	January 2023	
	<p>Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate</p>	<p>The Academy has clear and visible policies and procedures for managing whistle-blowing and complaints</p>		Carly Welch		

	whistleblowing mechanism	<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>				
Management of space	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>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 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>	Revisit assembly schedule and ensure that a diverse range of guests and speakers are planned into the calendar.	Carly Welch		

	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	January 2023	
	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 source checking arrangements for external organisations</p>		Carly Welch		
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>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</p>	<p>Work alongside parents to support their understanding of e-safety so they can better keep their children safe at home.</p> <p>Monitor work on e-safety and the impact of this work on pupils' understanding through the use of pupil voice.</p>	Carly Welch / Steph Jarvis / Roz Adie		

External /Community Factors		<p>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 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>				
	Online/social media communications relating to extremist or terrorist material feature the school's branding	<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>	Develop displays to promote e-safety are located throughout the academy.	Roz Adie	January 2023	
	The school is aware of the existence of extremist groups in the community and their potential impact on its staff and students.	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>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</p>	Steph Jarvis	July 2023	

		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.	get up-to-date information on this.			
	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 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>		Carly Welch / Steph Jarvis		

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.ltai.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/>

APPENDIX E

The role of the Designated Safeguarding Lead

1 Role of the Designated Safeguarding Lead

- 1.1 The Designated Safeguarding Lead (DSL) at our academy will always be a senior member of staff from the academy leadership team, and their lead responsibility for safeguarding and child protection (including online safety) will always be explicit in their job description.
- 1.2 The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively.
- 1.3 Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

2 Availability

- 2.1 During term time the DSL or a deputy will always be available on site (during academy hours, or out of hours for an academy arranged activity such as a academy trip) for staff in the academy to discuss any safeguarding concerns. In addition, during the holidays the safeguarding email account is continually monitored by one of the DSLs and the Safeguarding Officer is contracted for some holiday working to ensure that all meetings that fall during holiday time are covered.

3 Manage referrals

- 3.1 The DSL will refer cases:
 - of suspected abuse and neglect to East Sussex children's social care as required and support staff who make referrals to East Sussex children's social care;
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
 - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - where a crime may have been committed to the Police as required. using the NPCC-[When to call the police](#) guidance to inform this decision.
 - Registered early years settings must notify Ofsted, or the childminder agency with which they are registered, of any serious accident, illness, or injury to, or death of, any child while in their care and of the action taken. Notify the ESCC Early Years Improvement Team who will provide further advice and guidance.

4 Working with others

- 4.1 The DSL will:
 - act as a source of support, advice and expertise for all staff;
 - act as a point of contact with the safeguarding partners;
 - liaise with the Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - as required, liaise with the "case manager" and the LADO for child protection concerns in cases which concern a staff member;
 - liaise with staff (especially teachers, pastoral support staff, academy nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
 - liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
 - promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at academy. At The Baird, the Principal participates in all Pupil Progress Meetings and therefore feeds back to the other DSLs regarding this information.
- This includes:
 - ensuring that the academy knows who the cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Liaise with agencies providing early help services and coordinate referrals from the academy to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's social care where the situation does not improve.

5 Information sharing and managing the child protection file

- 5.1 The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.
- 5.2 Records will include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome
- 5.3 The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.
- 5.4 Where children leave the academy (including in year transfers) the DSL will ensure their child protection file is transferred to the new academy or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, by secure transit, and confirmation of receipt will be obtained. We will follow Trust guidance to support this process.
- 5.5 When our academy receives safeguarding information about a new or existing pupil this will be shared by the DSL with other key members of staff such as the SENCO.
- 5.6 Because a lack of information about their circumstances can impact on a child's safety, welfare and educational outcomes, in addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new academy or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the new academy or college.
- 5.7 Where a parent/carer has expressed their intention to remove a child from the academy with a view to educating at home, the DSL will liaise with East Sussex Elective Home Education (EHE) Team to ensure that any safeguarding concerns (should there be any) are shared adequately with them, so as to inform next steps.

6 Raising Awareness

- 6.1 The DSL will:

- organise whole academy safeguarding and child protection training for all staff members annually and provide regular ongoing updates throughout the year;

- ensure each member of staff has access to, and understands, the academy's child protection policy and procedures, especially new and part-time staff;
- ensure the academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and academy leadership staff.
- This will include ensuring that the academy, and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure that staff understand that children who have a social worker due to safeguarding or welfare needs may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and positive mental health.
- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absences or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Ensure that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding and child protection policy and speaking to the DSL.

7 Training, knowledge and skills

7.1 The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. This training will provide the DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including the continuum of need and the SPOA referral arrangements;
- have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

- understand the importance of information sharing, both within the academy, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at academy;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

7.2 In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. All DSLs are members of the Trust Safeguarding Faculty which is where local and national updates are shared on a termly basis. There are also opportunities to discuss rich topics and contextual safeguarding information.

8 Providing support to staff

8.1 Training will support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

9 Understanding the views of children

9.1 It is important that children feel heard and understood at our academy. Therefore, the DSL will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the academy may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

10 Holding and sharing information

10.1 Due to the critical importance of recording, holding, using and sharing information effectively the DSL will be equipped to:

- understand the importance of information sharing, both within the academy, and with other schools, academies and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

11 Quality Assurance

11.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum twice a year).

~~11.2 Complete a self-assessment audit of the academy's safeguarding arrangements at frequencies specified by the Trust and using the audit tool provided by ESCC/SLES for this purpose~~

- 11.3 Provide regular reports, to the Trust School Improvement Team and Local Governing Body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- 11.4 Take lead responsibility for remedying any areas for development identified in safeguarding and child protection arrangements.

Appendix F – Managing allegations flowchart

