

Risk Assessment: Prevent

Headteacher	Jo Williams	
Other safeguarding leads who are accountable for safeguarding and PREVENT	Kerry Butler Marissa Vasquez	
Chair of Advisory Committee	Jessica Porter	
Committee member responsible for safeguarding	Jessica Porter	

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's [statutory guidance](#).

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as 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. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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Risk Assessment Leadership

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and AAC members	The school values clearly set out our commitment to British values. Values are displayed on our website Staff via their professional standards and code of conduct are expected to promote British values through the curriculum in the most appropriate way.	Ensure that the children have an annual assembly that re-introduces the core values and British values. Ensure that staff are aware of how they highlight the core values and British values regularly in teaching.	Headteacher and SLT	Amber	

Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. School leaders stay up to date with local developments and risks. The Headteacher oversees Prevent and has been on appropriate training. The headteacher ensures that staff are updated with key information and that they are aware of the processes that they have to follow if they have any concerns about extremism/radicalisation. The DSL ensures that policies are up to date and that they have been approved by the AAC. This includes the trust-wide safeguarding policy which is regularly reviewed (at least annually) in line with national updates and requirements. A prevent policy is also approved every three years or sooner if there are any specific updates. All staff are expected to read and understand part 1 of 'Keeping Children Safe in	Refresh the leadership team on the school's responsibilities under the <u>Prevent duty</u>. Continue to ensure that staff are reminded in staff Keep up to date with training meetings throughout the year. INSET training on safeguarding to include PREVENT training. This is to be delivered in line with statutory requirements and staff to be given updates and refreshers throughout the year	Headteacher and members of the safeguarding team	Amber	school relating to the risk of extremism
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		Education' Staff are aware of their expectations through the professional standards and the staff code of conduct. Staff are aware of what they should be promoting within the curriculum.				
		The website shares an information leaflet to parents and provides key information about the Prevent strategy.				

Risk Assessment Training and Capability

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. This is done annually and staff sign to say they have read and understood it. Through performance management, teachers are aware of their professional responsibilities. All staff sign the staff code of conduct annually which has an expectation to promote the values of the school. The headteacher gives annual updates to all staff about Prevent and reminders during AOB throughout the year.	Continue to update safeguarding and prevent each year	Headteacher	Green	

		Staff members are aware that they can go to the DSL or members of the safeguarding team for advice, support, and to escalate concerns. Staff are aware of the makeup of their class and all cultures are celebrated. Staff are always informed of vulnerable families. Staff are fully aware of key policies within the school which help to identify key issues and show the procedure in how to deal with them.				
AAC members cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All AAC members have read our child protection policy and Keeping Children Safe in Education. We have a dedicated safeguarding AAC member who carries our link visits and whom the headteacher keeps informed.	AAC members to do prevent SSS Training	AAC members	Amber	
Staff do not support the school's values	Pupils and staff	The staff recruitment process reflects the school's values and	Ensure that the safer recruitment	Headteacher		

and ethos, or they support and promote extremist ideas		promotes good safeguarding practice. School values and commitment to safeguarding are included in job advertisements Safer recruitment procedures are followed- safeguarding statement included in our job advert and online. Enhanced DBS check, two professional references prior to the interview, strict shortlisting criteria, online check, check prohibited teaching list- all in line with our school safer recruitment policy Senior leaders hold a certificate in safer recruitment Rigorous performance management and incorporation of professional standards Whistle blowing policy in place	training is completed regularly by all those involved in the process	SLT HR		
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Risk Assessment Working in Partnership

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept, and referrals are followed up appropriately. The headteacher/safeguarding team member would liaise with First response with any initial concerns. A Trafford Prevent referral form would be completed where necessary and other agencies, including the police, would be spoken to depending upon the concern. The headteacher ensures that governors are fully informed about prevent through the health and		Head Teacher and SLT	Green	

		safety subcommittee meetings.				
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Risk Assessment Events and Speakers

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	The materials that visiting speakers deliver are discussed and approved prior to their visit Visitors are never left alone with pupils The school only has visitors from reputable companies and all visitors are expected to provide an enhanced DBS		Head Teacher SCR holder	Green	
The school site is used to host events which support	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred		Hire manager Trust	Green	
extremist ideologies or promote hatred						

Risk Assessment School curriculum and Culture

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	Opportunities to promote British values are clearly identified within the curriculum Use of PSHE or RE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Our school values compliment British values Our overarching teaching focus promotes positive British Values in the most appropriate way given the complex nature of children's needs. This includes play-based and social learning to form positive relationships with others, learning about diversity where appropriate.	Review our current practices for promoting British Values and consider where we could do more to embed these values into our curriculum- ensure that they are more obvious on the knowledge mats.	SLT Subject Leads	Green	

A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	Our school policies clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.		SLT	Green	
British values are not promoted outside of the classroom	Pupils and staff	We promote British Values outside of the classroom by Celebrations from multiple religions and cultures are celebrated around the school Trips and visits that promote a greater understanding of religions or cultures		SLT and Class Teacher	Green	

Adequate arrangements are not in place to provide pastoral support	Pupils and staff	The focus of teaching and behaviour support across the school promotes pastoral support. Staff are trained in specialist approaches to ensure pastoral needs are met. Staff work closely with families, often daily due to the complex nature of children's needs and relevant sensitive information is shared and managed within school systems to support this work. We fund a play therapist to carry out intense work with particular pupils. We work with a range of services in Trafford to help support key families and they direct them to support services . We employ a Family Support Worker to provide information and support to families and to support with safeguarding.		Family Support Worker SLT	Green	
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Risk Assessment IT and Internet safety

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
Pupils use the school network or school hardware to access extremist material	Pupils	Our safeguarding policy and ICT policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. We have monitoring systems in place in school The school IT network has appropriate filters to block sites deemed inappropriate or unsafe.	Review policy annually Install monitoring software around school	Computing lead for school and Trust	Amber	
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	The curriculum includes teaching pupils how to stay safe online where appropriate to the needs and cognitive level of the pupils. Parents are provided with support on how to help their children access the internet safely and spot	Share information on safety with parents and pupils	Computing lead for school and Trust	Amber	

		the signs of online radicalisation.				
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Risk Assessment School Security

Hazard	Who might be harmed and How?	What are You doing already?	Do you need to do anything else to control this risk?	Action: Who?	Risk Level	Notes and next steps
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	Within school we have an electronic inventory system which all staff and visitors have to sign into. Any visitor has to wear a photographic badge whilst in school. Any visitor coming to work with children to provide a workshop etc... is expected to provide their DBS to school. Any supply coming into school comes from a reputable agency and we are provided with the DBS in advance. Visitors have to sign on our inventory system to show that they have read our safeguarding procedures and expectations.		Trust Office/ Reception staff SLT	Green	

Hazardous substances are not kept in a safe place	Pupils and staff	Dangerous substances involved with cleaning are kept on site in a locked room. The care taker receives relevant training. We keep an up to date manual of procedures linked to health and safety. COSHH information sheets are held in the facilities and site managers office for all cleaning substances used.		Trust Estates manager Care taker	Green	
The school doesn't have a procedure for managing a critical incident	Pupils and staff	The school has a critical incident procedure and the headteacher is responsible for leading in case of an incident. The headteacher would liaise with the LA in how to deal with a media response.	This policy is looked at annually	Headteacher	Green	
Parents behaviour is not managed in an acceptable way.	Pupils, parents and staff	We would challenge any behaviour that we deemed to be inappropriate and would implement our school policy.	This is on the school website for parents to see.	Headteacher	Green	