



Prevent Risk Assessment

Updated November 2020



	Prevent Vulnerability / Risk Area	Action taken / already in place to mitigate or address risk	Further action required	By whom When
1	<p><u>Leadership</u></p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the 'Prevent Duty'?</p> <ul style="list-style-type: none"> • Governing Body • SLT • Staff • Safeguarding Team 	<p>September 1st 2020 – inset meeting for all staff to inform them about their role and responsibility with regard to Prevent and the wider Safeguarding agenda.</p> <p>Guffaw Hussein carried out training on 8th Nov. 2017. Updated Prevent training was booked for March 2020 but cancelled due to co-vid 19 and will be arranged for Spring term 2021.</p> <p>Staff will sign to say that they have attended the training, and have submitted their Channel certificates.</p> <p>The induction package for new staff has the latest up to date policies especially: KCSIE – Sept 2020 Safeguarding & Child Protection policy – Sept 2020 . Some senior Gov's will attend Prevent training during school inset in Spring 2021. The updated Online safety policy reflects current changes in KCSIE 2020.</p> <p>All staff have been presented with and read the following at the induction process:</p> <ul style="list-style-type: none"> • Safe working practices • Staff handbook • Online Safety (safeguarding and protecting children) • Keeping children safe in education- Sept 2019 and now 2020 • Safeguarding & Early Help policy 2019 – next update 2021 <p>These policies are discussed with all staff at the start of each year, with staff signing to say that they have read and understood them. The HT is the Prevent Lead.</p>	<p>Prevent training will be provided annually.</p> <p>Ensure that this briefing & training is part of all further induction sessions for any new staff and governors.</p>	<p>HT - annually</p> <p>HT</p>

2	<p>Partnership</p> <p>Is there active engagement from the institution's Governors, SMT, managers and leaders? Does the institution have an identified single point of contact (SPOC) in relation to Prevent? Does the institution engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	<p>Teachers and key governors received external training on the Prevent Duty Nov. 2017, and new training for all staff requested for Spring term 2021 after 2020 cancellation. After this they will complete the online training module after the training.</p> <p>The school's SPOC is Matt Hipperson, Headteacher.</p> <p>Staff record and report concerns in line with existing safeguarding guidelines and procedures using the Safeguard software.</p>	<p>To ensure that new governors (3 of them) – have completed this training.</p>	<p>SLT – March 2021</p>
3	<p>Staff Training</p> <p>Do all leaders and teachers have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the institution 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	<p>British values are explicitly taught and referred to. Children are clear about what these values look like at St. Luke's. They link with our Core Christian values. Training and briefings have pointed out factors that make a person vulnerable. Key staff have been trained in picking up and challenging where concerns arise – DSL courses & central update meetings. All staff and governors will complete the Channel training by end of Spring Term 2021. All staff receive regular safeguarding training. All SLT and GB attend additional training throughout the year covering the full spectrum of safeguarding issues.</p> <p>Both Margaret Wright CoG and Ellen Kemp Chair of PSP co. have both attended Prevent Training through NPW/Education Space Gov. training.</p>	<p>To continue to ensure that British values are recognised and celebrated to embed the values of the country and the school.</p> <p>Re-issue the Prevent Risk Factors document to all staff.</p> <p>GB reps will now distribute key learning points after each training session attended.</p>	<p>SLT</p> <p>HT</p> <p>Ongoing</p>

4	<p><u>Welfare and pastoral support</u></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</p> <p>2) Does the institution have chaplaincy provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the Schools welfare and equality policies?</p> <p>4) Does the chaplaincy support reflect the student demographic and need?</p>	<p>The school's Inclusion Team have worked with our families for a long time and know the vast majority of them well. We have a Learning Mentor and a Behaviour Lead and linked CAMHs nurse who offer quality pastoral care and support for the children and their families.</p> <p>We do have chaplaincy support from FRev. Amy Stott at our linked parish of St. Luke's (from Jan. 2020) and she is also on the FGB.</p>		
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/ framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/ students and complied with?</p> <p>3) Is there a policy/framework for managing on campus events i.e. charity events?</p> <p>4) Are off site events which are supported, endorsed, funded or organised through the school subject to policy/framework?</p>	<p>We take part in Places of Worship Week each year where the children hear religious leaders speak about their work.</p> <p>When we do invite religious speakers in to school this is done through recommendations via RE Matters and Claire Clinton.</p>		

<p>6</p>	<p><u>Safety Online</u></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the school employ filtering/ firewall systems to prevent staff/ students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p> <p>5) Is there a policy in place for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning?</p>	<p>We have a Digital Policy (2019-20) including online safety and an acceptable use policy (AUP) that staff review & sign. For new staff it is part of their induction package. These are updated annually, and currently follow procedures set out in KCSIE 2020. They specifically refer to Prevent Duty. The school is supported by Adept technical team in ensuring that LGFL firewalls and filtering procedures are kept up to date. See Information & Security policy, Anti-Bullying policy, Digital Policy and Safeguarding & Child Protection Policy. The AUP specifically refers to use of own devices and of USB sticks. The AUP gives clear guidance on staff behaviours when using ICT.</p>	<p>Ensure that the policies are kept up to date and reviewed annually.</p>	<p>SLT</p>
<p>7</p>	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the school have prayer facilities?</p> <p>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</p>	<p>The school does have prayer facilities. All time spent in the chapel is supervised by adults.</p>		

8	<p>Premises Security</p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does the school intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p> <p>7) Is there a policy which covers letting of premises?</p>	<p>The school building is under shared ownership of the Church and school</p> <p>The school has a safety and security policy which clearly sets out procedures for managing visitors to the school.</p> <p>All staff wear ID on site and are digitally and physically signed in and out of the building. Visitors just sign in & receive a Safeguarding leaflet.</p> <p>There are some dangerous substances kept for cleaning purposes. These are now stored securely in locked sheds away from the main building.</p> <p>The site supervisor, overseen by the office manager, manages all aspects of these substances.</p> <p>The school has a lettings policy.</p>		
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9	<p><u>Safeguarding</u></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the school utilise Channel as a support mechanism in cases of radicalisation and extremism?</p>	<p>Safeguarding & Child Protection Policy updated 2019 to include specific reference to radicalisation and extremism, following KCSIE at PSP committee and will be updated 2021 This and Peer on Peer Abuse Policy is updated each year in light of changes to KCSIE (eg addition of upskirting to Peer on Peer Sept 2019).</p> <p>All members of the Safeguarding Team receive various ongoing training provided by the LA and by NSCB.</p> <p>All members of the Safeguarding Team know how to make referrals.</p> <p>The school would use Channel should this become necessary. We would work with the LA and other partners in this instance.</p>	<p>HT attended LBN DSL training 10/9/18</p>	<p>HT – Sept 2018</p>
10	<p><u>Communications</u></p> <p>1) Is the Local Authority Prevent Lead and their role widely known across the school? 2) Are staff made aware of the Prevent Duty, current risks and appropriate activities in this area? 3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	<p>The DSL and deputy are aware of the Prevent Duty.</p> <p>There is information in the HT Office, the staffroom and the main office regarding where to access external support and advice should school staff be unavailable.</p> <p>All staff will have been re- trained in prevent by end of Spring 2021 and will be aware of the risks. Staff have been asked to inform the safeguarding lead person of any concerns.</p> <p>The school follows LA advice.</p>		

11	<p><u>Incident Management</u></p> <p>1) Does the school have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>3) Does the Communications/ Media dep't understand the nature of such an incident and the response that may be required?</p> <p>4) Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety?</p> <p>5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</p>	<p>We have a critical incident management plan.</p> <p><u>Leads</u> Headteacher – Matt Hipperson Deputy HT – Fiona Norcross Office manager – Shera Collins Site Supervisor – Charlie Bonner</p> <p>We would inform Newham Communication Dept and Geetha Umithan at NPW/Education Space.</p> <p>We would follow LA / NPW advice.</p> <p>We would use LA / NPW advice.</p>		
12	<p><u>Subcontracted Provision</u></p> <p>1) Does awareness training extend to sub-contracted provision?</p>	<p>On signing in, supply teachers and other contractors/volunteers are informed that they need to report any concern that might have to a member of SLT via a leaflet containing safeguarding info.</p>		

13	<p><u>Freedom of Expression</u></p> <p>1) Does the institution have a Freedom of Speech/Expression policy? 2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism? 3) Is the need to protect vulnerable individuals covered within this policy?</p>	<p>The school does not have a policy.</p> <p>PHSE and RE lessons give pupils the opportunity to hear, challenge and respect different views of others.</p> <p>In these lessons if anything is heard that raises questions the DSL is informed and meets and informs parents.</p> <p>The lead keeps records on file of meetings held and refers if necessary.</p>		
14	<p><u>Are there Whistleblowing and Complaints Policies?</u></p>	<p>Annually staff are informed of the Whistleblowing Policy (last time on 1st Sept 2020 inset) that is kept on the school website and on office and staffroom boards.</p> <p>The school also has a clear complaints policy that is also accessible on the school network.</p> <p>Both policies were updated 2019.</p> <p>These policies are also available during induction.</p>		

Annex B Indicators

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally

affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

References

Keeping Children safe in education:

Information for all school and college staff-
DFE September 2020

The Prevent Duty: Department advise for
schools and child care providers, DFE

Prevent and Channel Duty- A toolkit for
schools- Prevent

Signed by

_____ **Chair of governors** **Date:**

_____ **Headteacher** **Date:**