



Working together to promote & celebrate achievement

# **Prevent Duty Risk Assessment 2020**

**Revised and applicable from 7<sup>th</sup> February 2020**

**Signed:**

A handwritten signature in black ink, which appears to read "Irene Papadopolou". The signature is written in a cursive style with a long horizontal stroke at the end.

**Chair of Governors**

	<b>Prevent Vulnerability/Risk Area</b>	<b>Action taken</b>	<b>Action Required</b>	<b>Staff</b>	<b>When</b>
1	<p><b>Leadership</b> 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"> <li>• Board of Governors</li> <li>• LT, including Safeguarding lead</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, including, received WRAP training from Prevent (01.07.19)</li> <li>• All staff have updated their knowledge of prevent on an annual basis both through group safeguarding training &amp; through the use of an online suite of safeguarding CPD resources.</li> <li>• The school safeguarding policy includes information on detecting signs of radicalisation. This is published in the staff information book.</li> <li>• The school has a clear policy on radicalisation and anti-extremism which outlines the responsibilities of staff and the school.</li> </ul>	<p>Audit requirement to increase staff training:</p> <ul style="list-style-type: none"> <li>• Analyse new/absent staff not received WRAP training and organise to be completed</li> <li>• Governing body to receive a refresher of their own and institutional responsibilities in relation to the "Prevent Duty". To be scheduled in panning for next academic year</li> </ul>	RMC SHE	Ongoing
2	<p><b>Partnership</b></p> <ul style="list-style-type: none"> <li>• Is there active engagement from the institution's Governors, LT, managers and leaders?</li> <li>• Does the institution have an identified single point of contact in relation to Prevent?</li> <li>• Does the institution engage with the Local Authority Prevent Coordinator, Police Prevent Leads and engage with local Prevent Boards/Steering Groups at strategic and operational level?</li> </ul>	<ul style="list-style-type: none"> <li>• Governors are informed of any serious Prevent related matter.</li> <li>• The Designated Prevent Officer at Plashet School is Sarah Heath. She liaises directly with the Newham Prevent team. Sarah also leads on the development of Prevent training, policies and curriculum resources.</li> <li>• In the case of any students prevent related matters, the school designated Prevent Officer with work with the safeguarding leads.</li> <li>• In the case of any adult prevent related matters, the SPOC with work with the Head teacher and maintain direct contact with the Newham Prevent Team.</li> <li>• We are in regular contact with the local authority Prevent Coordinator and have done collaborative work together.</li> <li>• We have a working relationship with the Police Prevent leads.</li> <li>• The designated SPOC Sarah Heath is also now a member of Newham SACRE</li> </ul>	<p>Continue to look for opportunities to increase engagement with local Prevent Boards/Steering Groups at strategic and operational level.</p>	RMC SHE KTH FGE	Ongoing

3	<p><b>Staff Training</b></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ul style="list-style-type: none"> <li>• Exemplify British Values in their management, teaching and through general behaviours in the institution?</li> <li>• 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?</li> <li>• Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response?</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, received WRAP training from Prevent in July 2019</li> <li>• All staff have updated their knowledge of prevent on an annual basis through the use of an online suite of safeguarding CPD resources.</li> <li>• The school also has a clear policy on radicalisation and anti-extremism which outlines the responsibilities of staff and the school.</li> <li>• The school safeguarding policy includes information on detecting signs of radicalisation. This is published in the staff information book.</li> <li>• British Values is taught throughout the wider curriculum &amp; explicitly.</li> <li>• Policy statement on British Values has been agreed and ratified by governors</li> <li>• Specific teaching resources have been developed to provide a counter-narrative to extremism and ensure students know how to keep themselves safe.</li> </ul>	<p>Continue to audit of British Values and its effective teaching and delivery across the curriculum and our assembly provision.</p>	<p>SHE AFO</p>	<p>Ongoing</p>
5	<p><b>Speakers and Events</b></p> <ul style="list-style-type: none"> <li>• Is there an effective policy/framework for managing speaker requests?</li> <li>• Is it well communicated to staff/students and complied with?</li> <li>• Is there a policy/framework for managing on events i.e. charity events?</li> </ul>	<ul style="list-style-type: none"> <li>• The school has robust procedures in place to vet guest speakers and school events. There is also a policy on school visitors to ensure appropriate safeguarding considerations</li> <li>• This is well communicated to all staff with regular reminders in the weekly bulletin and quality assured by reception staff when any visitor arrives.</li> <li>• School lettings are also vetted – See school lettings policy.</li> </ul>		<p>RMC SHY</p>	<p>Ongoing</p>

6	<p><b>Safety Online</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</li> <li>Does this also include the use of their own devices via Wi-Fi?</li> <li>Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</li> </ul>	<ul style="list-style-type: none"> <li>The school has robust online safety provision in place which makes explicit reference to the Prevent Duty.</li> <li>The filtering systems used in our school blocks any inappropriate content, including extremist content. LGfL web filtering system (Webscreen 2.0) is in place and will block websites containing inappropriate content. Social networking sites are also blocked in school by default. This includes the use of students own devices via wifi.</li> <li>Inappropriate content is blocked; content is flagged using the Securus system. This is a manually monitored system. Any issue flagged &amp; judged to be of interest is reported to YCs and SLs.</li> <li>Effective Scheme of learning in place to teach students about Digital Resilience</li> </ul>		SGA LST SHE	Ongoing
7	<p><b>Prayer and Faith Facilities</b></p> <ul style="list-style-type: none"> <li>Does the institution have prayer facilities?</li> <li>Are there good governance and management procedures in place in respect of activities and space in these facilities?</li> </ul>	<ul style="list-style-type: none"> <li>Two classrooms are used for daily prayers. These are monitored by lunchtime supervisors as part of their daily routine.</li> <li>Section 10: Evaluation and Monitoring of Collective Worship (collective worship policy) offers clear guidance for monitoring of content delivered through religious assemblies.</li> <li>Assembly speakers undergo regular training.</li> <li>Assemblies are planned according to a pre-published list of SMSCD themes.</li> </ul>		TOD SHE	Ongoing
8	<p><b>School Security</b></p> <ul style="list-style-type: none"> <li>Are there effective arrangements in place to manage access to the school by visitors and non-students/staff?</li> <li>Is there a policy regarding the wearing of ID on school premises Is it enforced?</li> </ul>	<ul style="list-style-type: none"> <li>Robust Visitor and Volunteer Procedures are in place.</li> <li>All visitors are checked at reception before entering the school site and have photo ID photocopied.</li> <li>All visitors sign in and must wear a visitors badge at all times when onsite.</li> <li>All Plashet School staff are required to wear their school ID.</li> </ul>		RMC TOD SHY	Ongoing

9	<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> <li>• Do Safeguarding and Pastoral leads receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</li> <li>• Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</li> <li>• Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</li> </ul>	<ul style="list-style-type: none"> <li>• Reference to the risk of radicalisation and extremism is included in the suite of safeguarding policies including the school's Child Protection Policy, Child Protection Procedures and the associated Community resilience Paperwork.</li> <li>• The school works closely with Prevent although there has not yet been a need to submit a referral to Channel</li> <li>• The school has a community resilience policy as part of the overall safeguarding policy which identifies responsibilities and pathways to a referral. Referral to Channel would be at the advice of the police prevent officers.</li> </ul>		RMC SHE KTH FGE	Ongoing
11	<p><b>Incident Management</b></p> <ul style="list-style-type: none"> <li>• Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</li> <li>• Is a suitably trained and informed person identified to lead on the response to such an incident?</li> <li>• Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</li> <li>• Does the institution have effective arrangements in place to identify and respond to tensions which might impact upon staff, student and/or public safety?</li> <li>• Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a Community Resilience policy which sits as part of the safeguarding policy</li> <li>• The school would alert the LBN Communications/ Media department in such a case.</li> <li>• The school has active Professional Association groups, student councils and young leaders programme representatives and good ties with the local community to identify and respond to tensions which might impact upon staff, student and/or public safety</li> <li>• The school bulletin is used effectively to communicate with staff. Any identification of or response to tensions which might impact upon staff, student and/or public safety would be communicated to all staff. Advice would be offered as appropriate.</li> <li>• The school has a good working relationship with the prevent team at LBN and in the local police. Advice and guidance would be sourced as required.</li> </ul>	<p>The school needs to work with the counter terrorism police dept to identify the course of action to take should the school find itself dealing with a terrorist threat.</p> <p>An identified member of the leadership team needs to be sufficiently trained to lead on the response to such an incident</p>	RMC SHE	Ongoing

12	<p><b>Staff and Volunteers</b></p> <ul style="list-style-type: none"> <li>Does awareness training extend to sub-contracted staff and volunteers?</li> <li>Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</li> </ul>	<ul style="list-style-type: none"> <li>All volunteers and contracted staff receive safeguarding information from the school, either through the annual safeguarding presentation, via the staff information booklet or via our induction pack</li> <li>All staff and volunteers are required to provide references and be in receipt of a clear DBS check.</li> </ul>		RMC SHE KTH	Ongoing
13	<p><b>Governance</b></p> <p>Is resilience to extremism built into systems, including;</p> <ul style="list-style-type: none"> <li>Effective appointment procedures,</li> <li>Training,</li> <li>Governors' procedures,</li> <li>Credible whistleblowing arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>The school has robust safeguarding procedures in place as part of its recruitment/appointment process</li> <li>The school has a robust whistleblowing policy in place</li> </ul>	Regular safeguarding training should be provided to a range of staff and governors. This will be built into annual scheduling on a rolling basis.	RMC	Ongoing
14	<p><b>Equalities and community cohesion</b></p> <ul style="list-style-type: none"> <li>Is there school engagement with local communities?</li> </ul>	<ul style="list-style-type: none"> <li>The school actively plays its role as a community school and endeavours to be at the heart of community life.</li> <li>Our enrichment provision across the curriculum permits for a large variety of school visits and invites speakers/facilitators from a range of backgrounds to the school</li> </ul>	Increase opportunities for students to mix with other people, including those different religious, ethnic and socio-economic backgrounds	RMC SHE LT	Ongoing