A black and gold logo with a church and blue text

Description automatically generated **Prevent Duty Risk Assessment**

**St Giles and St George’s C of E Academy**

Under the Prevent Duty, all specified bodies, including schools, colleges and universities are required to have ‘due regard to the need to prevent people from becoming terrorists or supporting terrorism’.

Undertaking a risk assessment linked to the contexts of the school and identifying risks linked to extremism and radicalisation supports us in fulfilling statutory duties and responsibilities. This document outlines the risks we have identified and the appropriate measures in place to safeguard our school community.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our school is committed to providing a secure environment for pupils, where children and young people feel and are kept safe.

This risk assessment is one element within our safeguarding arrangements that promotes the welfare of all children in line with our statutory duties set out within the guidance produced in ‘Keeping Children Safe in Education’, and the government Prevent strategy document.

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| **Designated Safeguarding Lead:** | Catherine Pointon |
| **Date of risk assessment:** | 6th June 2024 |
| **Date of review:** | June 2025 |

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| **Key** | **Highest** |
| Red | Unable to evidence |
| Amber | Action to take to reduce risk |
| Green | Appropriate measures in place with evidence |

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| **Risk Area** | **Considerations** | RAG rating | Measures currently in place | Measures required to reduce risk | Risk owner | Planned completion date |
| Whole staff knowledge  CPD | Staff are aware of the Prevent agenda and of radicalisation and extremism as safeguarding issues. |  | Whole school staff training every year.  All staff have read “Keeping Children Safe in Education”, September 2023.  The Designated Safeguarding Lead (DSL) has informed staff of their duties as set out in “The Prevent Duty: Departmental advice for authorities in England and Wales”, 2023 |  |  |  |
| Staff are aware of school procedure for handling concerns. |  | Prevent concern flowchart shared with staff at briefing and can be found on the safeguarding notice board  Staff aware of MyConcern system and how to report a concern  All staff have read the Safeguarding Policy  which includes a statement regarding the Prevent duty. | Update on MyConcern to ensure accurate logging of concerns and referrals added so they can be monitored | C Pointon | Sept 2024 |
| Staff are aware of how to identify children at risk |  | Training in place  The DSL has informed staff about signs and indicators of radicalisation including those from extreme right wing organisations. | Complete follow up training session via National College  Share Staffordshire prevent information with staff: <https://actearly.uk/spot-the-signs-of-radicalisation/what-to-look-for/> | C. Pointon | July 2024 |
| Staff feel confident about raising concerns about risks immediately |  | Prevent flowchart shared with staff and available  All staff understand how to record and report concerns regarding risk of radicalisation.  Prevent training takes place regularly | Briefing quizzes | C. Pointon | Oct 2024 |
| All staff and governors have completed training in the last two years on the Prevent Duty |  | Training completed by some staff and governors - online | Complete follow up training session via National College | C. Pointon | Sept 2024 |
| Prevent is included within the staff induction process and training is required as part of the enrolment process |  | Follow Three Spires induction process |  |  |  |
| Staff guidance is readily available on the Prevent agenda |  | Information available on TEAMS  Prevent flowchart shared with staff and available |  |  |  |
| Safer Recruitment training has been completed by:   * Principal * DSL * HR team * Appropriate governors |  | All completed | Renew training when needed | SLT | Ongoing |
|  | Effectiveness and impact of training is included in the School Improvement Plan |  |  | To be added to the 2024-25 ADP as part of behaviour and attitudes target | N Jones | July 2024 |

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| Risk Area | Considerations | RAG rating | Measures currently in place | Measures required to reduce risk | Risk owner | Planned completion date |
| Leadership and Management | The senior team and governors are aware of the Prevent Duty and its objectives |  | All governors and SLT have read our child protection policy and Keeping Children Safe in Education (2023).  We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty.  Senior leaders have Level 3 Safeguarding training |  |  |  |
| The Principal and DSL understands their duties if concerns are raised |  | Principal and DSL is the same role and relevant safeguarding training has been completed to support in this role |  |  |  |
| There is a Prevent Duty Lead identified in school  C Pointon |  | All staff know who the Prevent Lead is and that this person acts as a source of advice and support. | Add Prevent Lead details to safeguarding poster | H Booth | Sept 2024 |
| There are policies in place that set out:   * Procedures in place to protect those at risk of radicalisation * How to make a referral * How to support those who have been identified as a risk |  | Prevent Policy  Safeguarding Policy  Online Safety Policy  Prevent flowchart available to staff  Safeguarding staffing posters available throughout school |  |  |  |
| British values are modeled by leaders and governors in their attitudes and behaviour |  | Gospel values which are linked to British Values are demonstrated by all  Personal development of pupils was identified as a strength by OFSTED |  |  |  |
| A process is in place to identify ‘lessons learnt’ |  |  |  |  |  |
| There is clear recording of any safeguarding concern relating to radicalisation and referrals that have been made e.g. channel |  | Safeguarding concerns logged on MyConcern  Relevant referrals made and currently logged o edukey | Start using MyConcern to log and monitor referrals | All staff | Ongoing |
|  | The DSL has developed Partner agency working including relationships with:   * Police * Local Authority * Social care |  | The school is in regular communication with the local police/PCSOs/local authority and social care  Developing working relationships with other agencies to support children – such as TWMAD, Action for Children etc |  |  |  |

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| Risk Area | Considerations | RAG rating | Measures currently in place | Measures required to reduce risk | Risk Owner | Planned completion date |
| Online Safety | Leaders at all levels have read and have a solid understanding of KCSIE |  | Annual training and half termly quizzes |  |  |  |
| Staff receive annual training on online safety |  | Annual training and termly updates |  |  |  |
| Online safety is part of the induction process |  | See induction folder |  |  |  |
| There are appropriate filtering and monitoring systems in place   * Concerns can be acted upon immediately * Measures are taken to ensure that inappropriate and extremist material is blocked |  | Filtering system on devices that not only blocks users from accessing extremist/terrorist material but also flags up to the DSL (and online safety lead) to investigate that online search. | Securus system needs implemented across all devices | C. Leek | September 2024 |
| The online safety policy is updated annually |  | Policy in place | Review policy and republished once shared with stake-holders | N Bowers | Autumn 2024 |
| There are additional policies in place e.g. acceptable use and staff code of conduct |  | Acceptable Use Policy  Staff Code of Conduct  Home-School agreement |  |  |  |
| The school actively engages with parents/carers regarding online safety and shares information to help protect children online |  | Information shared with parents via facebook and/or class dojo |  |  |  |

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| Risk Area | Considerations | RAG rating | Current measures in place | Measures required to reduce risk | Risk owner | Planned completion date |
| School environment | Leaders are aware of the setting’s contextual risks |  | \*Details of specific contextual risks, with 1 being highest threat:  1) Attendance  2) Parental capacity  3) Neglect |  |  |  |
| Leaders are alert to local, national and international incidents which may affect their school community |  | Details of current threats that may affect school community:  Local: County Lines  National:  International: |  |  |  |
| The school environment is positive and respectful   * Promotes trust values * Pupils know how to share concerns * Pupils feel safe |  | Child friendly safeguarding policy in place  Helpline numbers (like Childline) available to children  Children indicate on pupil surveys that they feel safe in school |  |  |  |
| There is a lockdown policy in place and students/staff understand how to respond to an alarm being raised |  | Lockdown procedure in place  Completed annually so children are aware of what to do |  |  |  |
| There is a clear escalation procedure in place, including when to call the police |  |  |  |  |  |
| All visiting speakers are approved by a member of the senior team |  | All visitors and trips are approved by SLT before booking |  |  |  |
| The appropriate checks are in place for external individuals who visit the school  e.g. supervised and unsupervised visitors, identification, vetting confirmation |  | The materials of visiting speakers are seen by school in advance  Visitors are not left alone with children  DBS checks are completed on external individuals visiting school |  |  |  |
| Checks are carried out on those who hire out school facilities including:   * Activities that hirers intend to carry out |  | All checks and insurance in place for companies who hire out the facilities.  They only access school when they children are not in the building  All hiring and lettings  agreements state that the  school site will not be hired to  groups who support extremist  ideologies or promote hatred |  |  |  |
| There is appropriate oversight of any provision used for Prayer |  |  |  |  |  |

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| Risk Area | Considerations | RAG rating | Current measures in place | Measures required to reduce risk | Risk owner | Planned completion date |
| Curriculum | Online Safety is embedded throughout the curriculum in an age appropriate way |  | The curriculum reflects this duty in Computing and PSHE  Kapow is used to ensure coverage of online safety issues and extra sessions added for any classes who need it |  |  |  |
| Students are taught how to recognise risks and make safe choices online |  | The curriculum reflects this duty in Computing and PSHE  Kapow is used to ensure coverage of online safety issues and extra sessions added for any classes who need it |  |  |  |
| British values are threaded throughout the curriculum   * Behaviour is also observed that reflects this |  | Opportunities to promote Gospel Values are clearly identified within all  curriculum areas. |  |  |  |
| Pupils are confident to engage with view, beliefs and opinions that are different from their own |  | Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme  ideologies. | Implement Rights Respecting Schools Agenda | N Jones | on ADP for 2024/2025 |
| The school provides a safe environment for dialogue about challenging and controversial issues:  -supports pupils to understand how they can influence and participate in decision-making |  | Opportunities to promote Gospel Values are clearly identified within all  curriculum areas.  Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme  ideologies.  Oracy curriculum is designed to encourage children to discuss big questions | Implement Rights Respecting Schools Agenda | N Jones | on ADP for 2024/2025 |
| There is an appropriate assembly agenda in place that addresses contextual issues |  | Assemblies promoting  diversity, human rights,and  respect  Celebrations from multiple  religions and cultures are  celebrated around the school |  |  |  |
| School has access to current resources that can inform teaching and learning |  | Access to Kapow which is updated regularly |  |  |  |