

## Prevent Risk Assessment

**Written by:-** MR E WRIGHT

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**Monitored by:-** MR S EASTON (Designated Safeguarding Lead)

**Date for review:-** September 2020

	Key questions which may highlight a potential risk	Level of risk (L,M,H)	Action taken to mitigate risk	Owner	RAG
1	<p><b><u>Awareness and understanding of leadership</u></b></p> <p>Do the following people have a good understanding of their own and school responsibilities in relation to the Prevent duty?</p> <ul style="list-style-type: none"> <li>• Trustees / Governors</li> <li>• Senior management team</li> <li>• Designated safeguarding lead / deputy</li> </ul>	L	<p>Annual training provided face to face and through Hays online training. Recorded in Safeguarding training overview.</p> <p>Principal has complete certified Prevent training.</p> <p>Mr Easton (DSL) and Mrs Ryan (DDSL) have completed WRAP 'train the trainer' courses.</p>	SON	Green
2	<p><b><u>Policy and procedure</u></b></p> <ul style="list-style-type: none"> <li>• Does the school's safeguarding and child protection policy contain a specific reference to and inclusion of the Prevent Duty?</li> <li>• Do safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</li> </ul>	L	<p>Policies provided by OAT make reference to Prevent Duty.</p> <p>Training (refresher &amp; other specific training) is available to all key staff.</p>	SEN	Amber
3	<p><b><u>Staff training</u></b></p> <p>Do all staff have the knowledge and confidence to:-</p> <ul style="list-style-type: none"> <li>• exemplify British values in their teaching and through</li> </ul>	M	<p>British Values are audited across the curriculum</p>	ANN	Amber

	<p>general behaviours in the school</p> <ul style="list-style-type: none"> <li>• understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas</li> <li>• have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ul>		<p>and their application in subject areas is clear through subject displays and staff practice. Training and updates are provided for all staff</p>	SEN	Amber
4	<p><b><u>Speakers and events</u></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>•</li> </ul>	L	<p>There is a visitor policy provided by OAT.</p> <p>This has been shared with staff and there are regular reminders for staff re this policy.</p>	SEN MSH	Amber
5	<p><b><u>Safety online</u></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> </ul>	M	<p>There are staff &amp; student AuPs in place – they make reference (pg3, 5 &amp; 9 of e-safety policy) to Prevent but this will be strengthened in 18/19.</p> <p>The filtering and firewall system prevents access &amp; flags up inappropriate searches and clear lines of reporting with actions drawn up. These aspects are subject to annual OAT review of safeguarding.</p>	LHU SEN	Amber
6	<p><b><u>Partnership with other agencies</u></b></p> <ul style="list-style-type: none"> <li>• Are relevant staff clear about the process to follow when making a referral to Channel?</li> <li>• Does the school know who the LA Prevent lead is and how to contact them?</li> </ul>		<p><a href="https://www.cheshire.police.uk/advice-and-support/terrorism-and-major-incidents/prevent-and-channel-guidance-for-partner-agencies/">https://www.cheshire.police.uk/advice-and-support/terrorism-and-major-incidents/prevent-and-channel-guidance-for-partner-agencies/</a> Channel Guidance is available in our Child Protection &amp; Safeguarding Policy</p>	SEN	Red
7	<p><b><u>Partnership with parents and carers</u></b></p> <ul style="list-style-type: none"> <li>• Does the school work with parents and carers to support them in their understanding of the Prevent agenda?</li> </ul>	M	<p>Information has been shared previously &amp; will be shared in Spring Term 18.</p>		