



FEDERATION OF
St Peter's and St Gildas'
INFANT AND JUNIOR SCHOOLS



St Peter's and St Gildas' Schools
PREVENT Risk Assessment & Plan

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Policy and Procedure has been approved and adopted by the Governing Body on 15th May 2024 and will be reviewed in May 2025.

Signed by Chair of Governors:

Frances Baker

Signed by Headteacher:

P. O'Connell



Radicalisation and Extremism

Extremism is defined by the UK government definition (March 2024) as 'the promotion or advancement of an ideology based on violence, hatred or intolerance' that aims to "negate or destroy the fundamental rights and freedoms of others" or "undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights'.

Radicalisation is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

Prevent in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes.

The 'Prevent Strategy' aims to raise awareness to the specific need to safeguard children, young people and families from violent extremism. There have been attempts 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 narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism, such as those including, but not restricted to, those linked to extreme Islamist ideology, or Far Right/White Supremacist Ideology, and extremist Animal Rights groups.



Prevent Vulnerability/ Risk Area	Action taken/ already in place to mitigate/ address the risk	Owner	When
1. Leadership			
<p>Do the following people have a good understanding of their own school responsibilities in relation to the 'Prevent Duty?</p> <ul style="list-style-type: none"> ○ Governing body ○ SLT ○ Staff ○ Children ○ Safeguarding team 	<ul style="list-style-type: none"> • The Prevent duty is built into the school's safeguarding arrangements. • Staff benefit from regular training and the Prevent Strategy is part of the induction process for new staff. • Staff are children are aware of their prevent duty (at their level) and due to effective training, know how to recognise radicalisation and what to do if they have a concern. • School works closely with the Local Authority, the police and external consultants to ensure responsibilities are fulfilled 		
2. Partnership			
<ul style="list-style-type: none"> • Is there active engagement from the school's governors, SLT, managers and leaders? • Does the school have an identified point of contact in relation to Prevent? • Does the school liaise with organisations beyond the school? 	<ul style="list-style-type: none"> • Prevent lead provided with training regularly. • All staff have either completed whole school training provided by an external consultant or have completed the Home Office online training. The training was also completed by a number of governors. • The Prevent Lead and Designated Safeguarding Lead is responsible for oversight of the Prevent Plan and update to SLT/ governors. • School are informed by Channel and external advisors when updating procedures and receive updates about current issues/ trends. 		
3. Staff Training			
<ul style="list-style-type: none"> • Do all staff have sufficient knowledge and confidence to: <ul style="list-style-type: none"> ○ exemplify British Values on their management, teaching 	<ul style="list-style-type: none"> • All staff have sufficient knowledge and confidence to exemplify British Values. This is the core of the ethos of our school. • All staff and children have adopted a set of values which are woven into the school culture. 		



<p>and through general behaviours in the school.</p> <ul style="list-style-type: none"> ○ 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. ○ have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	<ul style="list-style-type: none"> • British Values are taught across the school as part of the curriculum and as part of collective worship. The children are given time to discuss, reflect, compare and contrast to deepen their understanding and appreciation of British Values. • Staff have received training, which has given them the understanding needed to both recognise and challenge extremist ideas. • All staff receive annual safeguarding/ Prevent training either by the DSL or by external consultants.
4. Welfare and Pastoral Support	
<ul style="list-style-type: none"> • Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school? • Are their adequate monitoring arrangements to ensure that this support is effective and supports the schools welfare and equality policies? 	<ul style="list-style-type: none"> • Pastoral support is provided by the SLT/ pastoral team and is highly effective. This reduces the risk of vulnerabilities being exploited or reduced. • Staff get to know the children very well and the children understand that they can go to a member of staff if there is an issue, and the staff member will listen. • The school utilises the MyConcern system to log any concerns or issues. This is regularly monitored by the school's Safeguarding Team. • Safeguarding and monitoring of safeguarding is a regular agenda item in weekly meetings. • Deployment of counselling and other support mechanisms are regularly discussed.
5. Speakers and Events	
<ul style="list-style-type: none"> • Is there an effective policy/ framework for managing speaker requests? • Is it well communicated to staff/ students and complied with? • Is there a policy/ framework for managing school events i.e. charity events? 	<ul style="list-style-type: none"> • A framework is in place, and this is led by the Headteacher. • The Headteacher/ SLT approve any requests for visitors/ visits to support the curriculum. • The PSHE/RSE policy is updated with staff and communicated with them.



<ul style="list-style-type: none"> • Are out of school events which are supported, endorsed, funded or organised through the school subject to policy/ framework? 	
7. Online Safety	
<ul style="list-style-type: none"> • Does the school have a policy relating to the use of IT and does it contain specific reference and inclusion of the Prevent Duty? • Does the school employ filtering/ firewall systems to prevent staff/ students/ visitors from accessing extremist websites and material? • Does this also include the use of their own devices via Wi-Fi? • Does the system alert to serious and/ or repeated breaches or attempted breaches of the policy? 	<ul style="list-style-type: none"> • The school has a detailed Online Safety Policy along with acceptable use policies. This is reviewed on an annual basis. The policy does reference extremism and radicalisation as one of the main risk factors. • Firewall and filtering is place provided through our service provider, which is LgFL. • The filtering is tested regularly using the LgFL tool. The DSL receives regularly reports from the filtering system on internet searches etc. • The firewall applies to all devices that use the school's Wi-Fi. • There is a system to identify serious, repeated breaches.
8. Prayer and Faith Facilities	
<ul style="list-style-type: none"> • Does the school have prayer facilities? • Are there good governance and management procedures in place in respect of activities and space in these facilities? 	<ul style="list-style-type: none"> • Prayer facilities in place for children and families who require this. • The ethos of the school is rigorously inspected internally and by external sources. Reports created and actions to address area for development implemented.
9. Site Security	
<ul style="list-style-type: none"> • Are there effective arrangements in place to manage access to the site by visitors and non-students/ staff? • Is there a policy regarding the wearing of ID on site? Is it enforced? 	<ul style="list-style-type: none"> • Arrangements in place – the InVentry system is used. There is a clear procedure for access to the building which forms parts of all staff, governor, volunteer, and student inductions. • Policy of wearing of ID in place. All visitors and staff need to wear ID provided by the office at all times. Children also know this.



<ul style="list-style-type: none"> • Are dangerous substances kept and stored on site? • Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 	<ul style="list-style-type: none"> • Dangerous substances kept and stored safely according to the COSHH and risk assessments. • Policy for publicising materials in place.
10. Safeguarding	
<ul style="list-style-type: none"> • Is protection against the risk of radicalisation and extremism included within safeguarding and other relevant policies? • Do safeguarding and welfare staff receive additional ongoing training to enable effective understanding and handling of referrals relating to radicalisation and extremism? • Does the school utilise Channel WRAP Police as a support mechanism in cases of radicalisation and extremism? • Does the school have a policy regarding referral to Channel as necessary? 	<ul style="list-style-type: none"> • All staff are trained in house either by school DSLs, online training, or external consultants. • The DSL with responsibility for Prevent regularly undertakes additional training. For example, through the Local Authority. • The school recognises Channel WRAP as a support mechanism for radicalisation and extremism. • Policy for referral to Channel and WRAP in place and monitored by the Headteacher
11. Communications	
<ul style="list-style-type: none"> • Is the school Prevent Lead and their role widely known across the school? • Are staff and students made aware of the Prevent Duty, current risks, and appropriate activities in this area? • Are there information sharing protocols in place to facilitate information sharing with Prevent partners? 	<ul style="list-style-type: none"> • The whole school knows that the DSL is also the Prevent Lead. All staff know who the DSL and the DDSLs are. • Staff are made aware through training and ongoing discussion/ staff meetings. Children are made aware at their level through PSHE and in a cross curricular way through teaching and learning. • Information sharing protocol made clear in the school's Safeguarding and Child Protection Policy.



12. Incident Management

<ul style="list-style-type: none"> • Does the school have a critical incident management plan, which is capable of dealing with terrorist related issues? • Is a suitably trained and informed person identified to lead on the response to such an incident? • Does the school know how to manage communications and understand the nature of such an incident and the response that may be required? • 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? • Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? 	<ul style="list-style-type: none"> • Management plan in place and understood. The incident management plan needs to be updated with new staff members/ changes in governance. • Headteacher and SLT are fully trained to deal with terrorist related issues. In addition, the school has a clear lockdown procedure that is understood by all staff. • As part of the incident management plan the school has a clear process for dealing with the media if such an event was to occur. • Arrangements in place to deal with tensions on or off site. Risk assessments always completed to minimise the risk of this happening. This is done through PSHE teaching or on a 1:1 with children if an issue has arisen. School employs a counsellor to work with children who we feel need extra time to discuss their feelings/ concerns. • Staff are part of a supportive but rigorous appraisal and performance management system.
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12. Subcontracted Staff and Visitors

<ul style="list-style-type: none"> • Does awareness training extend to sub-contracted staff and volunteers? • Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers? 	<ul style="list-style-type: none"> • Awareness training is explained to all people who work in the school (voluntary or unpaid) as part of our safeguarding induction. • The ethos within the school is such that all concerns are reported without fear or repercussion from other members of staff or volunteers. • Staff look after each other and report worries/ concerns they have. Concerns are acted upon immediately and effectively.
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	<ul style="list-style-type: none"> School has a line management system where every individual and volunteer is monitored and has the appropriate personnel to report concerns
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Prevent Duty – revised guidance and support for schools Published by DfE 8 September 2023	
Guidance description	Web links
Prevent duty guidance: England and Wales (2023) Prevent duty guidance for specified authorities in England and Wales.	https://www.gov.uk/government/publications/prevent-duty-guidance
The Prevent duty: safeguarding learners vulnerable to radicalisation. Support for those working in education settings with safeguarding responsibilities	https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=72f0d399-5a8b-4dd9-850f-addcf5a8f58f&utm_content=daily
Understanding and identifying radicalisation risk in your education setting. Contents 1. The threat of terrorism 2. The extremism threat 3. Online radicalisation 4. Risk factors	https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting
Managing risk of radicalisation in your education setting Contents: <ul style="list-style-type: none"> Radicalisation risk indicators 	https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting



<ul style="list-style-type: none">• Risk assessment framework	
Case studies Contents: Six cases studies of pupils aged 9 to 17	https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/case-studies
How to complete a risk assessment to assess the risk of people becoming terrorists or supporting terrorism Contents 1. The purpose of a Prevent risk assessment 2. What to consider when conducting a risk assessment 3. The UK's current terrorism threat picture 4. Information about local risks 5. Accessing further support	https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates/how-to-complete-a-risk-assessment-to-assess-the-risk-of-people-becoming-terrorists-or-supporting-terrorism
Prevent duty risk assessment templates for early years, schools and further education providers. • Prevent risk assessment template: early years • Prevent risk assessment template: school	Prevent duty: risk assessment templates - GOV.UK (www.gov.uk)
Regional Prevent coordinators. How regional Prevent coordinators can help providers.	Regional Prevent coordinators How regional Prevent coordinators can help providers.
Prevent duty training: Learn how to support people susceptible to radicalisation. The government training courses are designed, and are appropriate for, staff working in sectors covered by the Prevent duty. Free to access.	https://www.gov.uk/guidance/prevent-duty-training



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List of courses:

Awareness course.

Referrals course

Channel or Prevent Multi-Agency Panel
(PMAP) course.

Refresher awareness course