Pendle Education Trust

Pendle Primary Academy

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Prevent Duty Risk Assessment and Procedure

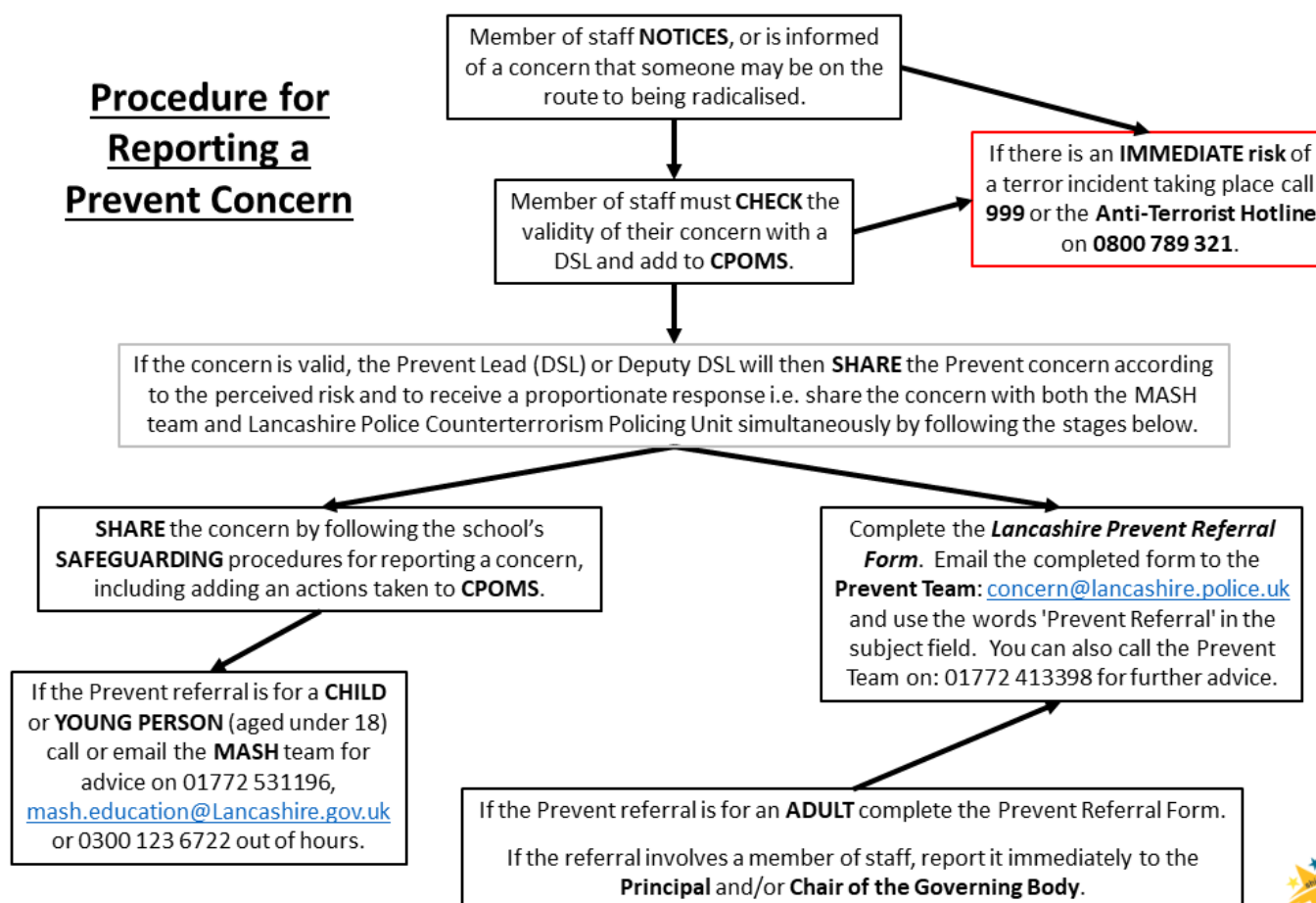| Author of Policy	Catherine Jermyn, DSL
Policy Approved by	Simon Thompson, Principal
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Pendle Primary Academy Prevent Risk Assessment and Procedure

Objectives

- To have a broad and balanced curriculum that through preventative education helps protect pupils against extremism and promotes community cohesion.

- To ensure an appropriate reporting and referral process is in place and referrals are managed effectively.

- To ensure staff and the Local Academy Council have been appropriately trained.

- To ensure that the risk of pupils being drawn into terrorism is assessed and reduced as a result.

Procedure for Reporting a Prevent Concern

Member of staff **NOTICES**, or is informed of a concern that someone may be on the route to being radicalised.

Member of staff must **CHECK** the validity of their concern with a DSL and add to **CPOMS**.

If there is an **IMMEDIATE risk** of a terror incident taking place call **999** or the **Anti-Terrorist Hotline** on **0800 789 321**.

If the concern is valid, the Prevent Lead (DSL) or Deputy DSL will then **SHARE** the Prevent concern according to the perceived risk and to receive a proportionate response i.e. share the concern with both the MASH team and Lancashire Police Counterterrorism Policing Unit simultaneously by following the stages below.

SHARE the concern by following the school's **SAFEGUARDING** procedures for reporting a concern, including adding an actions taken to **CPOMS**.

If the Prevent referral is for a **CHILD** or **YOUNG PERSON** (aged under 18) call or email the **MASH** team for advice on 01772 531196, mash.education@Lancashire.gov.uk or 0300 123 6722 out of hours.

Complete the *Lancashire Prevent Referral Form*. Email the completed form to the **Prevent Team**: concern@lancashire.police.uk and use the words 'Prevent Referral' in the subject field. You can also call the Prevent Team on: 01772 413398 for further advice.

If the Prevent referral is for an **ADULT** complete the Prevent Referral Form.

If the referral involves a member of staff, report it immediately to the **Principal** and/or **Chair of the Governing Body**.

Pendle Primary Academy

Prevent Vulnerability / Risk Area	Action / Control Measures	Persons Responsible	RAG
Awareness and understanding of leadership Do the following people have a good understanding of their own and school responsibilities in relation to the Prevent Duty? • Trust board • Local Academy Council • Senior Leadership Team • DSLs • School staff	• Prevent Lead is identified: Miss Catherine Jermyn (DSL). The Prevent Lead completes additional Prevent training offered by Lancashire Prevent Partnership and the Home Office online Prevent referrals training at least biennially. • The school raises awareness of the Prevent Duty and Channel programme among staff and the local governing committee through ongoing CPD, updates and briefings. • The school has a Safeguarding governor, Mr Usman Rasul, whose responsibilities include adherence to the Prevent Duty as Prevent Governor Lead. • Members of the all school staff and local governing committee attend annual Safeguarding training, which includes Prevent. • Members of the Local Academy Council complete online Prevent training. • All teachers, TAs and members of SLT attend face-to-face Prevent training biennially, led by a representative of the local counterterrorism policing unit. New staff complete Home Office Prevent Awareness training online as part of the induction process.	Designated Safeguarding Lead Principal Safeguarding governor SLT / DDSLs Local Academy Council members All staff	
Welfare and pastoral support • Are there adequate arrangements and resources in place to provide pastoral care and support?	• The school has a robust and effective pastoral team, comprised of a team of DSLs, which includes the school's Wellbeing Leaders and Counsellors. Inclusion Meetings take place weekly to address issues and concerns about specific pupils and monitor vulnerable pupils. Effective TAFs are implemented alongside strong links with Children's Social Care, family support agencies and numerous health professionals to ensure pupil safety and wellbeing is at the core of what we do.	Designated Safeguarding Lead Principal SLT / DDSLs Wellbeing Leader and Counsellors	

Prevent Vulnerability / Risk Area	Action / Control Measures	Persons Responsible	RAG

Policy and procedure, including recruitment
 	
• Does the school's Child Protection and Safeguarding policy contain a specific reference to and inclusion of the Prevent Duty?
 	
• Is protection against the risk of radicalisation and extremism included within the Safeguarding and Child Protection policy?
 	
• Do DSLs receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?
 	
• How are governors/staff vetted during the recruitment process?
 	
• What Prevent training is included in the induction process?
 	
• Are National Governance Guidelines followed?
 	
• Does training extend to volunteers and do they have to agree to a code of conduct similar to that of school staff?
	• The school's Child Protection and Safeguarding Policy includes information regarding the Prevent Duty (Section 19 – Extremism and Radicalisation), the policy is published on the school website and is available to staff via the Handbook and Safeguarding information both electronically and in paper form.
	
	• The school applies Safer Recruitment procedures as outlined in the PET recruitment policy.
	
	• The school has policies in place which uphold the values of the Prevent Duty.
	
	    • Child Protection and Safeguarding Policy
	    • Online Safety Policy
	    • Technical Security Policy
	
	• The curriculum reflects the values of the Prevent duty with children learning about how to keep themselves and each other safe; respect for different faiths and beliefs and moral, spiritual and cultural development across the curriculum, and specifically through the area of Social and Emotional Learning.
	
	• DSLs receive biennial enhanced safeguarding training, including Prevent.
	
	• Recruitment processes include online checks and are subject to DBS.
	
	• Induction process for all staff includes the completion of Home Office Prevent Awareness course.
	
	• National Governance Guidelines are followed for all members of Local Academy Council.
	
	• Volunteers receive safeguarding training from the DSL or deputy and receive a full safeguarding induction pack. Volunteers agree to a code of conduct and acceptable use of IT agreement. Volunteer Risk Assessment is undertaken annually.
		Designated Safeguarding Leader
		
		Principal
		
		SLT / DDSLs
		
		Social and Emotional Learning curriculum area leading teachers
		
		PET
		
		Local Academy Council members	

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Staff training • Is there active engagement in Prevent from governors, SLT and staff? • Are information sharing protocols in place to facilitate information sharing with Prevent partners? • Is the school's Prevent Lead and their role widely known across the school? Do all staff have the knowledge and confidence to: • exemplify British values in their teaching and through general behaviours in school? • understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas? • have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response? • Are procedures in place to ensure that the school is up-to-date with relevant briefings and information?	• All staff attend annual Safeguarding training. • Teachers and TAs attend biennial Prevent Training led by a member of the local counter-terrorism policing unit. • Teachers and TAs attend annual school-provided Online Safety training. • The school provides safeguarding induction for newly appointed staff which includes the practice of the Safeguarding policy, including Prevent. • All staff complete the online Prevent Awareness Training on Induction. • The Social and Emotional Learning curriculum encompasses the teaching of British Values. • The school, children's and parent charters exemplify the expectation of respect of and towards all. • All staff read the updated version of Part 1, Keeping Children Safe in Education at the start of each academic year, an electronic record is kept to verify that staff have both read and understood this guidance. • Staff demonstrate a general understanding of the risks exposed to children and young people and how this can affect them. • Staff understand how to record and report concerns regarding risk of radicalisation either through a verbal report to a DSL and/or via CPOMS as appropriate. • All staff know who the Prevent Lead is and that this person acts as a source of advice and support. • The Prevent Lead informs staff about signs and indicators of radicalisation through training sessions (annual Safeguarding, Prevent and Online Safety staff meetings and weekly Safeguarding Briefs), handouts/resources and updates when necessary. • To identify children at risk of being drawn into terrorism and to challenge extremist ideas appropriately Prevent Lead/DSL ensures own training is up to date as well as that of other staff members and the Local Academy Council (governing body). • DSLs (supported by teachers and TAs) identify who the most vulnerable children/groups are in the school regarding potential exposure to extremist views and monitor them accordingly at weekly inclusion meetings, whilst ensuring that the curriculum (that reflects the Prevent duty) and additional sessions (if deemed	Designated Safeguarding Lead Principal SLT / DDSL Social and Emotional Learning curriculum area leading teachers All staff	

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	necessary) is delivered to reduce the risk. Additional sessions may be delivered alongside local groups/organisations (e.g. Brierfield Action in the Community, Police). • PET GDPR and school Child Protection and Safeguarding policies explicitly allows for appropriate information sharing with partners where a safeguarding risk exists. • DSL attends regular Lancashire Safeguarding briefings, cluster meetings and receives newsletters, including from Lancashire Prevent Partnership.		
Online Safety • Does the school have a policy relating to the safe use of IT and does it contain a 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 using their own devices via school wifi? • Can the system be used to search for serious and/or repeated breaches or attempted breaches of the policy? • How are systems monitored and concerns flagged to the DSL?	• The school has detailed and extensive Online Safety, Social Media and Technical Security policies in place. Effective filters are in place when using the internet (included devices connected via wifi) and these are monitored by the PET IT and Network Team and the DSL. Any breech, risk or further actions required are addressed at DSL Cluster/Online Safety Group meetings. • DSLs run a filtering test on a monthly basis, using: http://testfiltering.com/test/ • Monitoring, including Suspicious Search reports are in place. Suspicious search reports are sent to DSL via email daily from Netsweeper and real-time monitoring of student inputs on school devices are sent via email to DSLs via Impero. • The Online Safety Group meets at least termly to ensure the pupils and staff are kept safe online and to respond to any incidents, including reviews of filtering and monitoring logs. • The Online Safety curriculum includes an age-appropriate approach to building resilience and preventing radicalisation. The Online Safety curriculum is based on the Education for a Connected World Framework. • Pupils have a "safe environment" in which to discuss controversial issues at school, this may be in a whole class, group or individual basis. • Parents/carers are informed of online safety the risks regularly through newsletters, leaflets, parent workshops, parent café and links to resources on the school website.	Designated Safeguarding Lead Principal SLT / DDSLs DSL Cluster / Online Safety Group PET IT and Network Team Teachers	

Prevent Vulnerability / Risk Area	Action / Control Measures	Persons Responsible	RAG
Curriculum • Does the school have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences? • Does the school deliver training that helps develop critical thinking skills around the power of influence particularly online and social media? • Does the school ensure that pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations?	• A broad and balanced curriculum promotes the spiritual, moral, social and emotional needs of pupils, particularly through the Social and Emotional Learning curriculum, which incorporates the promotion of British Values. • Wellbeing Leaders and Counsellors provides emotional and mental health support to children, parents and staff. • Children are encouraged to be active in their learning, ask questions and challenge ideas and attitudes. • Children explore political, religious and social issues at an age-appropriate level through the curriculum, assemblies (class, key stage and whole school) and experiences (including work with local community groups and organisations, e.g. Building Bridges). • Children are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.	Designated Safeguarding Lead Principal SLT / DDSLs Wellbeing Leader & Counsellors Curriculum Leadership Team Teachers	
Freedom of expression • Does the school have a Freedom of Speech/Expression policy?	• The school has a Spiritual, Moral, Social and Cultural (SMSC) and British Values Policy which references individual liberty and rights of freedom of expression.	Principal	
Prayer and Faith Facilities • Does the school have prayer facilities?	• The school does not have designated prayer facilities as no staff/families/children have requested this facility. The Principal will re-evaluate if a specific request is made. Any quiet, vacant room can be used for prayer, meeting rooms can be reserved in advance for this purpose upon request.	Principal	

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Site Security • Are there effective arrangements in place to manage access to the site by visitors? • Is there a policy regarding the wearing of ID on site? • Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? • Does the school intervene where off-site activities are identified or are likely to impact upon staff and/or students, i.e. leafleting, protests etc.? • Are there dangerous substances kept and stored on site? • Does the school assess off site visits? • Is the school aware of the existence of extremist groups in the community and their potential impact on its staff and students?	• The school has one main entrance during the school day which is controlled by office staff. All other external doors are locked and need a code/fob to access. At the beginning and end of the day, school can be accessed/exited through a number of external gates. These are manned by school staff. EYFS and Key stage 1 children are dropped off and collected by parents/carers from their classrooms, doors are monitored by classroom staff. Key stage 2 children access the yard closest to their year group door, doors are manned by school staff when opened. Some year 5 and 6 pupils have written permission from their parents to walk home alone. The site is secure throughout the day and staff are always on duty when the pupils are on the yard. • All staff have ID badges on a school lanyard. • Authorised visitors wear visitor badges. All visitors are signed in at the main entrance and provided with key health and safety and safeguarding information. Visitors are asked to provide evidence that a DBS check has been undertaken. Visitors without a DBS check wear a red lanyard and will be accompanied on school premises at all times. • The school monitors any external organisations wishing to distribute leaflets. The school does not allow and will not promote materials publicising organisations that show any political or religious bias or that could potentially provoke the local community. • The school monitors local news / media and takes advice from local partners (including the local authority and Police) in regard to intervention should off-site activities pose a potential risk/impact on staff, children or parents/carers. • Any potentially hazardous substances e.g. cleaning materials, are locked away / stored appropriately. The school follows COSHH advice which is checked through the Health and Safety review. • Thorough risk assessments are carried out for any trip outside of school. • School is not aware of the existence of extremist groups within the local community but continues to monitor this closely along with other partners, e.g. other schools, Police (PCSOs).	Designated Safeguarding Lead Principal SLT / DDSLs Office staff EVC	

Prevent Vulnerability / Risk Area	Action / Control Measures	Persons Responsible	RAG
Speakers and events • Is there an effective policy/framework for managing speaker requests? • Is there a policy / framework for monitoring guest speakers / non-school events? • Are off-site events assessed for risk under the framework of the Prevent duty?	• The school allows only limited on-site events that are not organised by school and each of these only takes place where a Transfer of Control agreement outlining safeguarding responsibilities have been completed. The Transfer of Control agreement includes the necessity for the staff/volunteers of outside organisations using school premises to have undertaken Prevent training. • The school exercises due diligence in relation to requests from external speakers and organisations using school premises. • All staff are aware of the Prevent duty and their responsibility around ensuring that children are not exposed to extremist views. Events where visitors to school will work with the children are risk assessed by the organising member of staff. An outline of what guest speakers intend to cover prior to the event is obtained. • The school researches the visiting person/organisation prior to booking to establish whether they have ever demonstrated extreme views/actions publicly. • The school denies permission for people/organisations to use school premises if they have links to extreme groups or movements. The Principal is to provide justification for their decisions in writing if they are not happy for a booking to go ahead due to this reason.	Principal SLT / DSL / DDSLs Staff EVC Office Staff	
Partnerships • Does the school utilise Channel as a support mechanism in cases of radicalisation and extremism? • Are relevant staff clear about the process to follow when making a referral to Channel? • Does the school know who the LA Prevent lead is and how to contact them? • Does the school work with parents and carers to support them in their	To ensure that the school demonstrates effective compliance with the Prevent duty and that effective partnerships are formed: • Staff record and report concerns via CPOMS in line with existing policies and procedures. • Specific pupils and concerns are discussed at the weekly inclusion meeting which is attended by the DSL, Principal, Safeguarding Lead, DDSLs including Wellbeing Leaders and Counsellors. • The Prevent Lead makes appropriate referrals to other agencies including the LA Multi-Agency Safeguarding Hub (MASH) and Channel Panel. The DSL will attend Channel Panel as required. • Referrals are followed up appropriately, and staff will work with relevant agencies to deliver the Channel programme. • Parents/carers are informed of risks (including online risks) regularly with the aim to protect pupils at home. Parents/carers of children identified as being at particular	Designated Safeguarding Lead Principal SLT / DDSLs Wellbeing Leaders	

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understanding of the Prevent agenda?	risk will work closely with the Safeguarding Lead to support their understanding of the Prevent agenda.		
Incident Management • 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 have effective arrangements in place to identify and respond to tensions on or off site which might impact on staff, pupils and public safety? • Are effective arrangements in place to ensure that staff and pupils are appraised of tensions and provide advice where appropriate?	• The school has a Critical Incident Policy which is supported by the PET Critical Incident Team. This team is capable of dealing with terrorist-related issues. • The Principal is the lead professional. • The school works closely with multi-agency services, outside of school and has robust support measures in school so that they can respond quickly to tensions in order to keep pupils safe and advise staff.	Principal Designated Safeguarding Lead SLT / DDSLs PET	
Parental / Wider Community Engagement • How is information shared with parents and the wider community, in line with school policy? • How does the school enhance awareness of Prevent and related material?	• The school has a number of communication channels with parents and the wider community, including a weekly newsletter, noticeboards on the school grounds, school website and social media. • Awareness of Prevent may be enhanced through the use of any of the above channels of communication as well as through school events such as parents' evenings and parent café.	Principal Designated Safeguarding Lead SLT / DDSLs	

Prevent - Assessing the risk to children and young people

Children and young people may express support for extremist and/or terrorist organisations but, as with adults, they may express strong opinions without understanding those opinions and may also express entirely contradictory views at different times. The expression of strong or even offensive views on a range of issues can be part of growing up – testing the boundaries of what it OK to say / testing out ideas / provoking a reaction / seeking to create a distinctive identify and rebelling against adults. For these reasons, it is important that professionals and volunteers consider a range of factors when assessing the risk in relation to a child/young person who expresses or is reported to have expressed extremist views.

Concerns regarding a child/young person may arise as a result of the following:
- They express strongly held and intolerant views towards people who do not share his/her religious or political views
- They express verbal support for extremist views, some of which may be in contradiction to British law (e.g. they may from time to time support racist, sexist, homophobic or other prejudiced views and link these with a religion or ideology
- They express intolerant views towards peers which lead to their being socially isolated

Concerns for a child/young person may INCREASE where:	Yes	Concerns may LESSEN where:	Yes
1. They have an association through family, friends and/or fellow pupils with members of extremist organisations.		1. They are open to other views.	
2. Friends or family have travelled to conflict zones and (i) they went to support, or otherwise be involved in, extremist activity; or (ii) there's no information as to why they went; or (iii) although reasons given for travelling don't involve support of extremist activity, they lack credibility.		2. Their family holds sexist, homophobic or otherwise prejudiced views derived from an interpretation of their religion but they are not hate filled.	
3. They appear to have an in-depth knowledge of extremist ideology from known extremist texts / websites; or there is evidence of them sharing extremism websites.		3. They have a range of friends who do not appear to share their views.	
4. They have age-inappropriate knowledge.		4. Their behaviour has not changed.	
5. They have seen violent videos / possess literature related to extreme views.		5. They lose interest quickly.	
6. They refuse to engage, or respond negatively, when their views are questioned/challenged.		6. They appear to have superficial knowledge of the issues.	
7. They talk with fixed, scripted ideas that are un-swayed and won't accept alternative views.		7. Their family challenge their views and/or behaviour.	
8. They use phrases or sound-bites from extremist websites/groups which appear to have been learned and are not necessarily understood.			
9. Their behaviour has changed in accordance with the extremist views they support, for example, their dress has changed and / or they object to associating with people who don't share their views; or there is evidence of homophobic; religion based or racist bullying.			
10. They try to enforce their views on others – e.g. advocating separate spaces on the basis of gender or prioritising space on the basis of ethnicity.			
11. Their friendship group shares their views.			
12. Their family seem unconcerned and/or supportive of their child's views and behaviour.			

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