# Prevent Risk Assessment Sept 2022

| School: | Safeguarding Manager: | Date of Assessment: | Date for review: |
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| **Laughton Community Primary School** | **Victoria Brown** | **Sept 2022** | **July 2023** |

| Risk Area | | Existing Measures | Desired Outcome | Risk Owner | Planned Completion Date | Red |
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| | | | | | | Amber |
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| **Welfare and Safeguarding** | Staff or contracted providers are not aware of the school procedure for handling Prevent concerns and/or do not feel comfortable sharing issues internally | Staff have received appropriate training and are familiar with the school child protection and safeguarding policy.<br><br>Staff receive Prevent training as part of the annual safeguarding training process.<br><br>Staff complete e-learning Prevent training as part of induction and then every 2 years | All staff are aware of the safeguarding procedure and that violent extremism and radicalisation is included within it.<br><br>The Designated Safeguarding Leads are the point of contact for any concerns<br><br>SLT and Governors have an understanding shared with all stakeholder of the potential risk in local area to assess the risk of pupils being drawn into terrorism, including support from the | VB/RW | Term 1 as part of INSET CP training.<br><br>Term 1 check PREVENT training for all staff and ensure completed by end of Term 1<br><br>3x year discuss with staff and governors.<br><br>T1- ESCC extended 3hr | Green |

| | | DSL and DDSL training up to date. | extremist ideas that are part of terrorist ideology. | | training delivered (28<sup>th</sup> Sep) | Green |
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| | Learners are radicalised by factors internal or external to the school | Learners have received training in critical thinking as part of the curriculum | Online safety curriculum and Life skills including. anti-bullying curriculum have been created which include guarding against extremism.<br><br>Fundamental British values are promoted in the delivery of the curriculum and extra- curricular activities and reflected in the general conduct and ethos of the school. | VB/RW<br><br>Sub: NC/JG | Term 1- curriculum progression and scheme of work shared for Online safety and Life skills<br><br>INSET T2 ensure that PREVENT is planned in consistently and regularly in curriculum focus especially Online safety. | Amber |
| | The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally | The school communicates regularly with statutory partners regarding a range of concerns | Key staff understands what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism. | VB/RW | Term 1 INSET training as part of CP training and recording concerns<br><br>On-going through staff meetings and TA briefings as | Green |

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| | | | child/safeguarding focus<br><br>VB to ensure this is recorded | | | Green |
| **Curriculum and learning** | Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values' | Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners are in place. All concerns are raised and monitored through embedding My Concern<br><br>Opportunities to promote British values are clearly identified within all curriculum areas | The School has clear and visible policies and procedures for managing whistle-blowing and complaints and all staff are confident with these.<br><br>Whistleblowing and complaints policy shared in staff room and on My Concern in resources. | VB/RW | Whistleblowing policy was reviewed in Jan 2022 and review in Tm 3 (Jan 2023)<br><br>Re share with staff by end of T1 and include in new staff induction. | Green |
| | Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged | The school's values and inclusion statement ensure children are taught about respect, tolerance and democracy. Regular communication of school values these within the school premises, classrooms and through the curriculum | School staff have a duty in helping pupils from being drawn into terrorism and will promote a culture of democracy, mutual respect and tolerance, individual liberty and awareness of rule of law. Further information: School's | VB/RW | Progression and content shared in Life Skills curriculum. Term 1- all subject leads share with staff the long term curriculum for planning. | Amber |

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| | | | Equality, Diversity and Inclusion Policy. | | Dec 2020 Equality policy ratified and review in Dec 2024.<br><br>Signpost staff and check on website Term 1 | Amber |
| **Organisational culture** | Staff or contracted providers are not aware of /do not subscribe to the values of the school | Recruitment and induction programmes and ongoing staff development.<br>Safer recruitment trained staff and governor involved. Due diligence checks on providers for clubs. | Staff and Sub-contracted providers are aware of the PREVENT duty and the sub-contractor is not inadvertently funding extremist organisations | VB/RW | On-going as part of staff induction process and volunteer/after school club information/Child protection information | Amber |
| | Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing mechanism | Appropriate whistleblowing policy and awareness raising training provided to all staff | The School has clear and visible policies and procedures for managing whistle-blowing and complaints | VB/RW | Whistleblowing policy was reviewed in Jan 2022 and review in Tm 3 (Jan 2023)<br><br>Re share with staff by end of T1 and include in | Green |

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| | | | | | new staff induction. | Green |
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| **Management of space** | Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs | Speakers are signed in and collected by a member of staff and are not left alone with learners | That no events, talks or relationships with external bodies promote violent extremism.<br><br>School does not host events or speakers supportive of, or conducive to, terrorism<br><br>Staff are confident to raise concerns or challenge if they feel that certain visiting speakers could fall outside your organisations code of values, or breach UK law, the Human Rights Act 1998 and the Equality Act 2010? | | All volunteers follow the correct protocol for safeguarding checks and DBS.<br><br>Volunteers are accompanied by a member of Oaktree Federation staff and not left with children.<br><br>On-going safeguarding procedures | **Green** |
| | School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics | Lettings booking policy which sets out the notice periods for hire and open source checking arrangements for external organisations | That no events, talks or relationship with external bodies promote radicalism. | VB/RW | All volunteers follow the correct protocol for safeguarding checks and DBS. Volunteers are | **Green** |

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| | | | | | closely monitored through the office and SLT checks. All checks are made before volunteers are in school.<br><br>On-going safeguarding procedures | **Green** |
| IT and Online Safety | Learners access extremist or terrorist material whilst using school networks | School filtering policies and a code of conduct covering users attempts to subvert network (e.g. VPN) | Staff and pupils understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material. | VB/RW | Ongoing planning through online safety, life skills, digital leader support, assemblies and theme days- safer internet days<br><br>Staff training regarding reporting concerns to DSL or deputy DSL0 My Concern in T1, staff meeting at end of T1 to review. Regular review to embed | **Green** |
| | Online/social media communications relating to extremist or terrorist material feature the school's branding | The school has oversight of social media accounts set up by official learner groups or societies | IT staff that are concerned about the on-line behaviour of a learner report directly to the Safeguarding Team | | | |

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| | | | | | use of reporting system.<br><br>Part of induction for new staff<br><br>T1 VB to start an online safety update in fortnight newsletter for parents. | Green |
| **External /Community Factors** | Online/social media communications relating to extremist or terrorist material feature the school's branding | The school has oversight of social media accounts set up by official learner groups or societies | IT staff that are concerned about the on-line behaviour of a learner report directly to the DSL/DDSL/SLT | VB/RW | Staff training regarding reporting concerns to DSL or deputy DSL through My Concern. Ongoing monitor and review<br><br>Part of induction for new staff | **Green** |
| | The school is aware of the existence of extremist groups in the community and their potential impact on its staff and students. | Development of links between key school staff/governors through networking with other | Schools communications and the sharing of concerns relating to extremism or | VB/RW | On-going staff training/ meetings/ communications through year linked to | **Green** |

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| | | schools and external partners- LA and police.<br><br>Attendance at DSL network meetings and safeguarding conference<br><br>Regular SLES newsletters- relevant info shared and disseminated. | radicalisation are coordinated effectively.<br><br>Schools and leaders are able to benefit from existing best practice and resources. | | PREVENT and risk factors | |
| | The School is unaware of specific vulnerabilities of pupils who may be more vulnerable to the messages of violent extremism | Special Educational Needs Schools or coordinators within mainstream schools should consider further training around the inherent factors and the frequency with which they occur within their establishment. Likewise prevalence of crime amongst pupils would indicate a need for further awareness training and those managing excluded disadvantaged pupils | Further training identified for staff in these specified support roles | VB/RW | Identify further training if specific needs arise at Laughton CP school or with specific families at risk | **Green** |

**Local Risk assessment considerations for 2022/23 (East Sussex)**
Local Channel referral themes currently include:

- Males (13-17yrs): Think families and future outcomes for younger children.
- Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms.
- ASD traits are often present but should not be considered as the only vulnerability
- Racist views (comfortable in expressing these openly to peers either online or in person) and other hate themes: religion/sexuality/disability
- Mental health: anxiety, low mood, depression and self-harm
- Historic and current bullying which have left a negative impression on them about their school: how they view their peers and as well as staff who dealt with any incidents – creating a sense of injustice and grievance.
- Isolation/loner with few 'real friends'/peers – creating no sense of belonging.