

Cavendish Church of England Primary School

Prevent Duty Risk Assessment

Action Plan & Procedure



Signed: On behalf of Governing Body	
Signed: Head teacher	
Date:	Autumn Term 2022
Date to be Reviewed:	Autumn Term 2023

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

<u>Prevent Vulnerability/Risk Area</u>	<u>Area to develop</u>	<u>Action taken/already in place to mitigate/address risk</u> <u>Next steps identified</u>	<u>Responsible</u>	<u>Time frame</u>	<u>RAG</u>
<u>1. LEADERSHIP</u> Do following people have a good understanding of their and institutional responsibilities in relation to the "Prevent Duty"? <input type="checkbox"/> Board of Governors <input type="checkbox"/> SMT <input type="checkbox"/> Staff <input type="checkbox"/> Children <input type="checkbox"/> Safeguarding team	No	<p>The Prevent Duty is part of safeguarding runs as a linking thread throughout the life of the school. Staff and governors have been trained to know how to recognise signs of radicalisation and extremism and are clear on the reporting procedures for raising concerns. School has a named Prevent lead and trained alternate. School works closely with SCC safeguarding team, MASH Professional Consultation line, Cluster School leads, and external consultants including the police.</p> <p>RSHE long term planning has been rewritten to ensure teaching opportunities are progressive throughout key stages and utilise SACRE materials as approved by County and Diocese, and match statutory DFE guidance</p> <p>2021 – revised framework 2021-22 – Medium term roll out</p>	HT	In place Commenced Autumn 2018; reviewed 2019-20. Long term revised 2021. Medium term roll out 2021/2022.	
<u>2. Curriculum & ethos</u>	Yes	1. SIAMS led vision Summer '19. Curriculum reviewed as a reflection of school ethos. 2. Each subject to have strategic overview explaining faith link opportunities and promotion of inclusion, tolerance, equality, and British Values. 3. Opportunities to promote values identified in long- and medium-term planning. 4. SIAMS SEF and SEF to reflect Curriculum links. How the ethos supports wider opportunities offered. Short term planning: 2019/20 – completed for art and music. 2020/21 – topic (history & geography) and science. 2022 – completed for PSHE & RSHE. 5. School to review concept of “cultural capital” and how it applies to our demographic.	HT & subject leads	Review and application commenced Autumn 2019. Bameed working gp Aut' 21	
<u>3. Partnership</u> 1) Is there active engagement from the Governors, Senior Leaders? 2) Does the school have an identified single point of contact (SPOC) in relation to Prevent? 3) Does school engage with organisations beyond the school?	No	1) Governors complete online Prevent training. Chair and HT in contact fortnightly to discuss safeguarding including child protection and Prevent. 2) Prevent Lead and Designated Safeguarding Lead is Cheryl Wass. She is responsible for oversight of the Prevent Action Plan & updating staff/Governors. Named Alternate is Alison Lewis. 3) School works with MASH and LA advisors, receives regular updates and further training. School lead meets with local schools cluster (OSA) to inform on current trends/issues.	HT & Chair	In place. Ensure new govs have training as part of induction.	

<p>4. Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) Exemplify British Values in their management, teaching and through general behaviours in school?</p> <p>2) Understand the factors that make people vulnerable to being drawn into terrorism. To challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism?</p> <p>3) Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response?</p>	No	<p>1. All staff have training, knowledge and confidence to exemplify Christian and British Values as defined by legislation. Teachers and support staff are held to account for own behaviour and modelling of school ethos through PMR system.</p> <p>18 Key Values - taught through Collective Worship with a half termly focus on each one. Explicit links are made to SMSC and British Values through cross-curricular topic teaching. Regular circle time, high order questioning, discussion and reflection help foster an open ethos of debate.</p> <p>2. Staff received training both on-line and in person to ensure they have the knowledge to recognise and challenge extremist ideas and prejudice.</p> <p>3. Staff have annual refresher training to recognise the signs and indicators of those vulnerable to being targeted. There is a clear culture of reporting and sharing concerns. Standing item staff meeting agenda.</p> <p>Policies clearly identify actions to take in response to concerns.</p>	HT & Altern-ate	<p>New staff & volunteer induction. Annual updates.</p> <p>EEF Rural disadvantage gp '21 Bameed Diocese group 2021</p> <p>TISUK trauma informed school – accredited 2021</p>	
<p>5. Welfare, pastoral and Chaplaincy support</p> <p>1) Are adequate arrangements/resources in place to provide pastoral care and support as required?</p> <p>2) Does the school have chaplaincy provision?</p> <p>3) Are there monitoring arrangements to ensure that support is effective and supports welfare and equality policies?</p> <p>4) Does chaplaincy support reflect the children's demographic and need?</p>	<p>No</p> <p>Yes</p>	<p>1. Pastoral care provided by all staff as part of School Ethos. Each child identifies a named adult to whom they would feel comfortable discussing concerns.</p> <p>2. Chaplaincy: Rector of Cavendish Church. Additional support: Clare Baptist Minister.</p> <p>3. HT/Governors re-established role of Faith Forum as Ethos Committee: Aut' 19. Cross reference to equality and accessibility policies. Feedback and discussion with children through Faith Council: termly. Faith feedback gathered '20.</p> <p>4. Child led worship and staff interactions ensure children's needs are represented. SIAMS action plan informs next steps. Relevant action point: to further develop links with other denominations locally within the framework of new RE curriculum. Planned visits with 4-5 different faith places of worship during KS2: Clare Baptist Church. Open the Book through Baptist Church.</p>	<p>HT</p> <p>RE subject lead</p> <p>Ethos Committee</p> <p>Vicar</p>	<p>In place</p> <p>As detailed in SIAMS action plan</p>	

<u>6. Speakers and Events</u> 1) Is there a framework for managing speaker requests? 2) Is it communicated to staff/children and complied with? 3) Is there a framework for managing on site events i.e. charity events? 4) Are off site events which are supported, endorsed, funded or organised through the school's framework?	Yes	1. Visitors and speakers to school are subject to upholding visitor policy which includes expected code of behaviour, reference to school values and ethos, safeguarding and prevent. Further develop as explicit policy. Visitors are not left unattended with children. Planned enrichment events are approved by the governing body. 2018 – policy approved. Linked to lettings policy. 2012 - updated 2. Staff are confident to challenge adults not complying with school code of policy. 3. Charity events are arranged in consultation with the HT and PTFA. 4. External charities supported are done so through collaboration and discussion with HT, school council/PTFA/staff/governors.	HT & SMT	Reviewed every 3 years.	
<u>7. Safety Online</u> 1) Does school have a policy relating to use of IT? Does it reference inclusion of the Prevent Duty? 2) Does school employ filtering/firewall systems to prevent staff/pupils/visitors accessing extremist websites/materials? 3) Does this also include the use of using their own devices via Wi-Fi? 4) Does system alert serious breaches or attempted breaches of the policy?	Yes	1. School has detailed IT policy and acceptable use policies. Staff, children and parents sign to agree to acceptable use – in place. 2. Firewall and filtering systems in place as provided by county. IT technician spot-checks use on rolling programme – in place 3. External users of school wi-fi sign an acceptable use agreement 4. manual reporting system in place – via IT technician. E-safety lead paperwork Children are trained in the 'school dolphin' to block and report any issues of concern. Staff have awareness training for e-safety and its links to contextual safeguarding.	HT SMT Govs	Policies signed annually	
<u>8. Prayer and Faith Facilities</u> 1) Does school have prayer facilities? 2) Are governance and management procedures in place in respect of activities and space in these facilities?	No	1. Prayer facilities across school including study & outside area for prayer/ reflection. Access to Vicar/named adult can be facilitated. Daily Collective Worship in the hall. Spiritual awareness is supported using Anglican artefacts and rituals. Spiritual area in Forest School grounds has been developed by the children. 2. As a Church of England School prayer, Christian values and ethos are evident throughout the day. Balance is achieved through emphasising values of tolerance and respect towards all faiths and those of no faith. School ethos & staff have clarity about their role: to provide a Christian framework. It does not seek to impose beliefs/values.		In place-extended 2019-20 to Forest School	

		<p>However, visitors are expected to support our Christian ethos whilst in the school.</p> <p>School is subject to external inspections regarding provision of faith and Collective Worship. Governors & staff review internal provision through reports action plans, and PMR. SIAMS 2015 identified school provision as outstanding in its provision.</p>			
<p>9. Site Security</p> <p>1) Are there effective arrangements to manage access to the site by visitors, non-pupils & staff?</p> <p>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does school intervene where off site activities are identified or are likely to impact upon staff and/or pupil i.e. leafleting, protest etc?</p>	Yes	<p>1. Arrangements for access to the building. Security gates to separate access from children's playground. Visitors must sign and read visitor policy safeguarding arrangements on entry to school. Double door entry updated Summer 2018.</p> <p>School Covid-19 safety measures include scale up and scale down models to respond to local, regional, and national measures as required.</p> <p>2. Policy of wearing ID badges in school, including visitor badges. Staff and children know this is an expectation.</p> <p>3. Dangerous substances are COSH verified. Cleaning products kept in a locked shed, clearly labelled.</p> <p>4. Vertas risk assesses these & manage storage through the cleaner in charge - regular supervisor visits.</p> <p>5. Policy for publicising materials to be developed. Incorporated as part of Terms and Conditions for Hire and Use of School Premises – Summer 2019. Reviewed 2021.</p> <p>6. School liaises with feeder schools, community & village council and community PC for local developments off site. County LA information accessed, media and DfE Ofsted alerts.</p>	HT Premises committee	Autumn 2019	

<p><u>10. Safeguarding</u></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding staff receive additional, ongoing training to enable effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the school utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does school have a policy re: referral to Channel - identifying a recognised pathway and threshold?</p>	No	<p>1. The Prevent Duty is part of the school's Safeguarding and Child Protection Policy. E-safety and Computing policies reference Prevent, as do Lettings policy and Attendance.</p> <p>2. All staff and volunteers have had face to face training from county authorised provision. Staff have completed online prevent training which is certificated. DSL & ADSL coordinate update training.</p> <p>3. DSL and ADSL are confident how to access Channel and the referral process. Local cluster schools meet regularly to share expertise & updates.</p> <p>4. County pathway and needs threshold in school. Staff aware of professional consultation line.</p>		In place	
<p><u>11. Communications</u></p> <p>1) Is school's Prevent Lead and their role known by all in school community?</p> <p>2) Are staff and pupils made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	Yes	<p>1. Whole school aware DSL is Prevent Lead. Identified photos for visitors in entrance hall. Prevent Lead identified on name badge</p> <p>2. Staff have regular updates about Prevent. Training is reviewed twice yearly, and it is a weekly agenda item at staff meetings. Children aware through cross curricular teaching.</p> <p>Extremism, radicalisation and tolerance taught as part of RSHE curriculum.</p> <p>3. Information sharing protocol in Safeguarding policy - follows County flow charts.</p> <p>4. Information and parent leaflet on school website.</p> <p>5. Prevent protocols and forms part of the volunteer and staff induction training.</p>	HT Govs	<p>In place</p> <p>Review impact 2019-20</p> <p>Ongoing 2021</p>	

<p><u>12. Incident Management</u></p> <p>1) Does school have a critical incident management plan which can deal with terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>3) Are communications from school aware of the nature of such an incident and the response that may be required?</p> <p>4) Does school have effective arrangements to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety?</p> <p>5) Are arrangements in place to ensure staff and pupils are appraised of tensions and provided advice where appropriate?</p>	<p>Yes</p>	<p>1. Critical Incident Plan and Business Continuity Plan reviewed. Staff training for partial and total lockdown procedure: April 2020, November 2020, April 2021, November 2021. Decision not to include children discussed with governors. School must be seen as a safe place post covid lockdown.</p> <p>2. Identified staff members aware of their specific responsibilities in the event of a critical incident, including site evacuation.</p> <p>3. Critical incident media negotiations are dealt with in consultation with County. Our lead: Janice Lee & Alison Jones.</p> <p>4. School liaises with feeder schools, community & village council and community PC for local developments off site. County LA information accessed, media and DfE Ofsted alerts.</p> <p>5. Safeguarding is a standing agenda item at weekly staff meetings. Parent telephone tree system in place. Small size of site means all staff easily accessible. Staff notice board and staff emails.</p>	<p>HT Govs</p>	<p>Reviewed Spring 2020</p>	
<p><u>13. Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	<p>No</p>	<p>1. Awareness training is given to volunteers, all of whom are DBS cleared - Annual updates. Subcontractors e.g. Vertas manage their staff safeguarding training. Relevant subcontracted staff qualifications held on site.</p> <p>2. Subcontractors support and are held to account by school values, ethos and expectations. School has at least termly liaison with subcontractor supervisors. Staff have an open culture of discussion. All staff held to account by Part 2 of Teaching Standards and LSA standards.</p>		<p>In place.</p>	