

# Cavendish Church of England Primary School

## Prevent Duty Risk Assessment

### Action Plan & Procedure



Signed: On behalf of Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2020
Date to be Reviewed:	Autumn Term 2021

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

	<u>Prevent Vulnerability/Risk Area</u>	<u>Area for development Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>  <u>Next steps identified</u>	<u>respon sible</u>	<u>Time frame</u>	<u>R A G</u>
1	<p><b><u>LEADERSHIP</u></b></p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>➤ Board of Governors</li> <li>➤ SMT</li> <li>➤ Staff</li> <li>➤ Children</li> <li>➤ Safeguarding team</li> </ul>	N	<p>The Prevent Duty as part of safeguarding runs as a golden thread throughout the life of the school. Staff and governors have been trained to know how to recognise the signs of radicalisation and extremism, and are clear on the reporting procedures for raising concerns. School has a named Prevent lead and 2 trained alternates. School works closely with SCC safeguarding team, MASH Professional Consultation line, Cluster School leads, and external consultants including the police.</p> <p>PSHE 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.</p> <p>2018 – long plan overview in place and rolled out academic year 2018</p>	HT	In place	
		N		HT & staff	Commenced Autumn 2018; reviewed implementation 2019-20	
	<b><u>Curriculum &amp; ethos</u></b>	Y	<ol style="list-style-type: none"> <li>1. Launch of SIAMS led vision statement Summer 2019 Curriculum to be reviewed as a reflection of school ethos</li> <li>2. Each subject to have strategic overview explaining faith link opportunities and promotion of inclusion, tolerance, equality and British Values.</li> <li>3. Explicit opportunities to promote values identified in long term and medium term planning.</li> <li>4. Siams Sef and Sef to reflect Curriculum links - how the ethos supports the wider opportunities school offers. Short term planning: 2019-20 – completed for art, music 2020-21 – topic (hist' &amp; geog), science</li> <li>5. School to review concept of “cultural capital” and how it applies to our demographic.</li> </ol>		Review and application to commence Autumn 2019	

2	<p><b><u>Partnership</u></b></p> <p>1) Is there active engagement from the institution's Governors, SLT, managers and leaders?</p> <p>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the institution engage with organisations beyond the school?</p>	N	<p>1) Governors have completed online Prevent training. Chair and HT meet at least fortnightly to discuss safeguarding including child protection and prevent.</p> <p>2) The Prevent Lead and Designated Safeguarding Lead is Cheryl Wass. She is responsible for oversight of the Prevent Action Plan &amp; update to SLT/Governors. The named Alternates are Alison Lewis and Nadia Fenn.</p> <p>3) School works with MASH and LA advisors &amp; receives regular updates and further training. School leads meet with local schools cluster (OSA) to inform on current trends/issues.</p>	HT & Chair	<p>In place.</p> <p>Ensure new govs have training as part of induction</p>	
3	<p><b><u>Staff Training</u></b></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 the institution</p> <p>2) 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</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	N	<p>1. All staff have training, knowledge and confidence to exemplify Christian Vales and British Values as defined by legislation Teachers and support staff are held to account or own behaviour and modelling of school ethos through PMR system. 18 Key Values are 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 have 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. Policies clearly identify actions to take in response to concerns.</p>	HT & Alternates	<p>In place</p> <p>New staff and volunteer induction</p> <p>Annual updates</p>	



	subject to policy/framework?		4. External charities supported are done so through collaboration and discussion with HT, school council/PTFA/staff/governors			
6	<b>Safety Online</b> 1) 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? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? 3) Does this also include the use of using their own devices via Wi-Fi? 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?	Y	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	
7	<b>Prayer and Faith Facilities</b> 1) Does the institution have prayer facilities?  2) Are they good governance and management procedures in place in respect of activities and space in these facilities?	N	1. Prayer facilities are in place across the school. We have an outside quiet area for prayer and reflection, the study can also be used. Access to Vicar/ named adult can be facilitated. Collective Worship takes places daily. Spiritual awareness is supported by the use of Anglican artefacts and rituals. A spiritual area within our 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 school day. Balance is achieved through emphasising the values of tolerance and respect towards all faiths and those of no faith.  School ethos and staff have clarity about their role which is to provide a Christian framework for visitors to experience which does not seek to impose on the beliefs and values of the individual. However all visitors		In place-extend 2019-20 to Forest School	

			<p>are expected to support our Christian ethos whilst in the school.</p> <p>The school is subject to external inspections regarding the provision of faith and Collective Worship. Governors and staff review internal provision through reports and action plans, and PMR. SIAMS 2015 identified school provision as outstanding in its provision.</p>			
8	<b>Site Security</b> <ol style="list-style-type: none"> <li>1) Are there effective arrangements in place to manage access to the site by visitors and non-pupils/staff?</li> <li>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</li> <li>3) Are dangerous substances kept and stored on site?</li> <li>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</li> <li>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</li> <li>6) Does the institution intervene where off site activities are identified or are likely to impact upon staff and/or pupil i.e. leafleting, protest etc?</li> </ol>	Y	<ol style="list-style-type: none"> <li>1. Arrangements in place for access to the building. Security gates to separate access from children's playground. Visitors have to read and sign visitor policy and read safeguarding arrangements on entry to school. Double door entry updated Summer 2018.</li> <li>School Covid-19 safety measures do not XXXX allow XXX on site.</li> <li>2. Policy of wearing ID badges in school, including visitor badges. Staff and children know this is an expectation.</li> <li>3. Only dangerous substances are COSH verified cleaning products kept in a locked shed.</li> <li>4. Vertas risk assesses these &amp; manage storage through the cleaner in charge &amp; supervisor visits.</li> <li>5. Policy for publicising materials to be developed. Incorporated as part of Terms and Conditions for Hire and Use of School Premises – Summer 2019</li> <li>6. School liaises with feeder schools, community &amp; village councils and community PC for local developments off site. County LA information accessed, media and DfE Ofsted alerts.</li> </ol>	HT Premises committee	Autumn 2019	
9	<b>Safeguarding</b> <ol style="list-style-type: none"> <li>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> </ol>	N	<ol style="list-style-type: none"> <li>1. The Prevent Duty is part of the school's safeguarding and child protection policy. The e-safety and computing policies are referenced to Prevent, as are Lettings policy and Attendance.</li> <li>2. All staff and volunteers have had face to face training from county</li> </ol>		In place	

	<p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>		<p>authorised provision. Staff have completed online prevent training which is certificated. DSL &amp; ADL 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 &amp; updates.</p> <p>4. County pathway and needs threshold in school. Staff aware of professional consultation line.</p>			
10	<p><b>Communications</b></p> <p>1) Is the institution Prevent Lead and their role widely known across the institution?</p> <p>2) Are staff and students 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>	Y	<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 PSHE curriculum.</p> <p>3. Information sharing protocol in safeguarding policy. Follows County flow charts.</p>	HT Govs	<p>In place</p> <p>Review impact 2019-20</p>	
11	<p><b>Incident Management</b></p> <p>1) Does the institution have a critical incident management plan which is capable of dealing 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) Does the Communications/Media</p>	Y	<p>1. Critical incident plan and business continuity plan reviewed.</p> <p>Staff training for partial and total lockdown procedure: April 2020 and November 2020.</p> <p>2. Identified staff members aware of their specific responsibilities in the event of a critical incident, including site evacuation and lockdown.</p>	HT Govs		

	<p>dep't understand the nature of such an incident and the response that may be required?</p> <p>4) Does the institution 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?</p> <p>5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</p>		<p>3. Critical incident media negotiations are dealt with in consultation to County. Our lead: Janice Lee &amp; Alison Jones.</p> <p>4. .School liaises with feeder schools, community &amp; village councils 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>			
1 2	<p><b><u>Staff and Volunteers</u></b></p> <p>1)Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2)Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	N	<p>1. Awareness training is given to volunteers, all of whom are DBS cleared. Annual updates. Sub-contractors e.g. Vertas manage their staff safeguarding training. Relevant subcontracted staff qualifications held by employers and written confirmation in school.</p> <p>2. Sub contractors subscribe to and are held to account by school values, ethos and expectations. School has at least termly liaison with sub-contractor supervisors. Staff have an open culture of discussion. All staff held to account by part 2 of teaching standards and LSA standards.</p>		In place.	