

Hall Green Primary Prevent Risk Assessment.

No	Category	Details	Existing ways to reduce and manage risk	Further actions/comments	Risk Score /RAG
1	Leadership	<ul style="list-style-type: none"> Main point of contact for Prevent queries / referrals are: Mrs Alison Gilbert (HT/DSL) Mrs Kristina Macdiarmid (DHT/DDSL) Mrs Anne Taylor (SGAAO/DDSL) Leaders must be aware of statutory Prevent duty. Leaders must be kept abreast of Counter-Terrorism Local Profile (CTLP) updates. Leaders must be aware of local and relevant Prevent risk updates. 	<ul style="list-style-type: none"> Alison Gilbert,(HT/DSL) is listed in the schools Prevent policy and procedure for Prevent queries/referrals. This is included as a standing update in all safeguarding refresher meetings/training. Governor responsible for safeguarding in Wendy Lamb – Lead Governor Prevent duty is included in annual Safeguarding training and updates are given throughout the year via, 7-minute briefings/staff meetings/twilights Leadership team share names and contact details of safeguarding staff to all new starters, these are also found in the school policy and on the school website. All staff (including non-teaching) are aware of who to report initial concerns to. All 	<ul style="list-style-type: none"> Identify main risks in your area (e.g. Britain First, ALM, Daesh/ISIS) this can include; Online Content/Extremism, mixed ideology and no ideology present; but risk relating to vulnerabilities) <ul style="list-style-type: none"> ➢ XRW – Extreme Right Wing ➢ FR – Far Right ➢ ISL – Islamist IR – India Related ➢ XLW – Left Wing ➢ MAR – Militant Animal Rights ➢ NIR – Northern Ireland Related <p>Sandwell priorities are ISL and XRW</p>	

Commented [JN1]: (ie. (Likelihood) possible that it may happen (that there isn't a named Prevent lead) x (Impact) high impact if it does = medium overall)

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			<p>concerns are documented via school Cpoms system.</p> <ul style="list-style-type: none"> Prevent policy in place, reviewed annually by SLT and is available on the school website Leaders have a clear understanding of reporting and referring mechanisms 		
2	Partnerships	<ul style="list-style-type: none"> The school have strong partnerships with: <ul style="list-style-type: none"> Sandwell Children's Safeguarding Partnership (SCSP) Use of the Multi-Agency Referral Form (MARF) for submitting referrals LADDO Safeguarding forums Channel panel Children and families 	<ul style="list-style-type: none"> DSL'S attend SCSP/MASH meetings/ conferences and feedback. Links with local Police team Keep the MARF on child's CPOMS file Good links to local police officer and EH police officer. PCSO input in school is regular. Good relationships with both children and families 	<ul style="list-style-type: none"> Continue staff CPD on Prevent and update training annually. Continue to work closely with other partnerships 	
3	Staff Training	<ul style="list-style-type: none"> Engaging and informative online training available through the home office/National College WRAP (or similar) training. Staff are confident about how to refer a concern and who to Staff have increased knowledge in identifying genuine Prevent concerns 	<ul style="list-style-type: none"> DSL attend specialist Prevent Sandwell Council (SMBC)/HO approved product Dec 24 Include Prevent training Jan 26 Raise awareness to general risks and historic cases All Governors and Trustees receive appropriate safeguarding and child protection training (including online) at induction 	<ul style="list-style-type: none"> Consider including others in staff training, such as Governors Continue staff CPD on Prevent and update training annually. 	

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			<ul style="list-style-type: none"> All staff have had up to date, reputable Prevent Awareness training Informative online training available through the Home Office Staff are confident about <i>how</i> to refer a concern and <i>who</i> to Share names and contact details of safeguarding staff to all new starters at induction Staff are updated via the safeguarding board with newsletters and notices 		
4	Information Sharing	<ul style="list-style-type: none"> A whole school culture of staff identifying children who may need Early Help or who are at risk of neglect, abuse, grooming, or exploitation 	<ul style="list-style-type: none"> Information is shared with relevant agencies where necessary Robust procedures are in place when a child leaves the school to go to a new school or out of area. Information is shared with a new school within 5 days of the child starting. Staff are aware of how to report a concern 	<ul style="list-style-type: none"> SLT ensure all information is shared in a timely manner according to KCSIE, this includes Year 6 leavers 	
5	Building children's	<ul style="list-style-type: none"> Children to have a safe space to understand and discuss sensitive topics, including terrorism, and the extremist ideas that are part 	<ul style="list-style-type: none"> A code of conduct is in place for all staff Leaders are trained in safe recruitment; robust checks are 	<ul style="list-style-type: none"> SLT to ensure a broad and balanced curriculum is provided to students. 	

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	resilience to radicalisation	<p>of terrorist ideology, and to learn how to challenge these ideas.</p> <ul style="list-style-type: none"> • A broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values. 	<p>in place before the person starts.</p> <ul style="list-style-type: none"> • Teaching is monitored by SLT through observations, book checks and lesson plans and is quality assured. • Children are given opportunities to discuss controversial issues, this allows them to develop critical thinking and digital literacy skills, children are able to do this in a safe space • British values are embedded into the curriculum, ensuring specific discussions can take place in a safe environment 	<ul style="list-style-type: none"> • All staff to promote fundamental British Values 	
6	IT/online safety	<ul style="list-style-type: none"> • Systems for logging-in to PCs • Classroom use of internet for learning • Lunchtime/break time clubs using IT facilities • IT policies • Children safe from terrorist and extremist material when accessing the internet in 	<ul style="list-style-type: none"> • Systems in place for internet controls and filtering, searches and sites blocked. Violent, Terrorist and Extremist content and search entries flagged including wording • Online safety taught to children in age-appropriate ways • Governors and proprietors ensure the systems in place for controls and filtering and review their effectiveness • Students monitored by staff, through physical observation at all necessary times 	<p>https://www.saferinternet.org.uk/</p> <ul style="list-style-type: none"> • Continue to engage with parents regularly through coffee mornings and information. • Continue to teach online safety to children at an age appropriate level 	

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		school/home tuition, including appropriate levels of filtering	<ul style="list-style-type: none"> IT policies are updated, communicated, signed by author and all staff with the date All staff stay up to date with technology/changes/improvements in this area and review policies (annual SLT requirement) and communicate as necessary Contact with parents / carers with awareness sessions regarding what systems are in place and what to be aware of 		
7	Curriculum	<ul style="list-style-type: none"> Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE. 	<ul style="list-style-type: none"> Prevent is approached through PSHE as a safeguarding issue in a similar way to CSE, for example <ul style="list-style-type: none"> Links to teaching Fundamental British Values (FBV) and Human Rights as in Social, Moral, Spiritual and Cultural (SMSC) guidance Embedded teaching around British Values as above Good RE provides a safe space for discussing differing opinions and beliefs in a respectful manner 	<ul style="list-style-type: none"> Prevent awareness to be incorporated into enrichment activities such as 'inspire' days or educational visits where appropriate 	

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			<ul style="list-style-type: none"> - RE also allows faith-inspired terrorist claims to be debunked through close inspection/interpretation of theology and scripture • Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals 		
8	External Speakers/visitors	<ul style="list-style-type: none"> • Preventing Extremist outside visitors/speakers • External providers are appropriate, e.g. theatre companies, workshop facilitators, museum education officers etc. • Bookings and lettings process is robust and reviewed 	<ul style="list-style-type: none"> • External speakers can be very inspiring and motivating to students and staff – leaders will ensure the content of their session has been approved by school leaders / appropriate staff in advance - complete due diligence • Refer to the LA 'Preventing Extremist Speakers' Policy • The school does not 'let out' the building to external companies privately 	<ul style="list-style-type: none"> • Consider including students in discussion re: appropriateness of speakers and events 	
9	Site security	<ul style="list-style-type: none"> • Clear Safeguarding Policy and Procedure for site visitors including robust ID checks and verification • Procedure for responding to/dealing with emergencies including reporting the appropriate services (including emergency services as necessary) 	<ul style="list-style-type: none"> • Due Diligence carried out including for new staff/starters as in Keeping Children Safe in Education (KCSIE) • Leaders are trained in safer recruitment. 	<ul style="list-style-type: none"> • Lockdown procedures to be practised termly. 	

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			<ul style="list-style-type: none"> • Site security applies whether the children attend the school or not. • Robust school emergency, business continuity and recovery plan in place • Staff are clearly identifiable with a black lanyard, visitors with a clear DBS have a green visitors lanyard, visitors with no DBS have a red lanyard and are escorted by a member of staff at all times • Site security policy and procedure is clear, documented and understood by all relevant staff 		
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Risk Matrix

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Impact ↑	Very High (4)	4	8	12	16
	High (3)	3	6	9	12
	Medium (2)	2	4	6	8
	Low (1)	1	2	3	4
		Remote (1)	Possible (2)	Probable (3)	Highly Probable (4)
		Likelihood →			

12-16	High Risk
6-9	Medium Risk
1 - 4	Low Risk

