

Hall Green Primary Prevent Risk Assessment.

No	Area	Details (add/adapt as necessary)	Existing ways to reduce and manage risk (suggestions)	Further actions/comments (add/adapt as necessary)	Risk Score /RAG
1	Leadership	<ul style="list-style-type: none"> <li>Who is the main point of contact for Prevent queries/referrals in your school? (Usually the DSL). <i>Named person in Safeguarding/Prevent policy/procedure</i></li> <li>Ensure Senior Leadership Team (SLT) are aware of the statutory Prevent duty and responsibilities therein</li> <li>Leaders keep abreast of Counter-Terrorism Local Profile (CTLP) updates</li> <li>Leaders are aware of local and national relevant Prevent risk updates</li> </ul>	<ul style="list-style-type: none"> <li>SPOC - Alison Gilbert, DSL.</li> <li>Leaders keep abreast of Prevent monthly/quarterly newsletters / Prevent messaging (i.e. Prevent Education Officer (PEO) mailing, Sandwell Prevent Twitter) and/or other local/national reputable Prevent sources (Government and Department for Education (DfE) recommended. <i>This is communicated / included as a standing update in all safeguarding refresher meetings/training</i></li> <li>Share names and contact details of safeguarding staff to all new starters, these are also found in school policy and website.</li> </ul>	<ul style="list-style-type: none"> <li>All staff (including non-teaching) are aware of who to report initial concerns to. All concerns are documented via school Cpoms system.</li> <li>Identify main risks in your area Al-Qaeda (AQ)/Daesh/ISIS inspired content/concerns, RW influence/stickering) this can include; Online Content/Extremism or Mixed, Unclear or Unstable ideologies (eg. school massacre)</li> <li>NIR – Northern Ireland Related</li> <li>LASIT – Left Wing, Anarchist and Single-Issue Terrorism (including Militant Animal Rights)</li> </ul> <p><i>Include appropriate evidence/comments where possible</i></p>	2x3= 6
2	Partnerships	<ul style="list-style-type: none"> <li>Sandwell Childrens Safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding representative</li> </ul>	<ul style="list-style-type: none"> <li>DSL attends the quarterly</li> </ul>	

**Comment [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>Partnership (SCSP)</p> <ul style="list-style-type: none"> <li>Local Authority (LA) Prevent team including PEO</li> <li>Use of the Multi-Agency Referral Form (MARF) for submitting referrals</li> </ul>	<p>attend SCSP/MASH meetings/ conferences</p> <ul style="list-style-type: none"> <li>Maintain contact with PEO/LA Prevent team</li> <li>Links with local police team</li> <li>Keep the MARF on file</li> </ul>	<p>LA DSL forum and feeds back on safeguarding updates</p> <ul style="list-style-type: none"> <li>Good links to local police officer and EH police officer. PCSO input in school is regular.</li> </ul>	
3	Staff Training	<ul style="list-style-type: none"> <li>All Governors and Trustees receive appropriate safeguarding and child protection training (including online) at induction</li> <li>All staff have had up to date, reputable Prevent Awareness training</li> <li>Informative online training available through the Home Office</li> <li>Staff are confident about <i>how</i> to refer a concern and <i>who</i> to</li> <li>Staff have increased knowledge in identifying genuine Prevent concerns</li> </ul>	<ul style="list-style-type: none"> <li>Training tests knowledge</li> <li>DSL attend specialist Prevent Sandwell Council (SMBC)/HO approved product (Please specify date)</li> <li>DSL attend specialist Prevent Sandwell Council (SMBC)/HO approved product (Please specify date)</li> <li>Include Prevent training in INSET?</li> <li>Bespoke training available for SLT and all staff through PEO</li> <li>Raises awareness to general risks and historic cases</li> </ul>	<ul style="list-style-type: none"> <li>Prevent E-Learning (beta version) <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></li> <li>Contact PEO if you require Prevent training for staff (and/or have not had LA Prevent Awareness training in the last 12 months)</li> <li>Educare and Sandwell LA WRAP training.</li> </ul>	
4	IT/online safety	<ul style="list-style-type: none"> <li>Systems for logging-in to PCs</li> <li>Classroom use of internet for learning</li> </ul>	<ul style="list-style-type: none"> <li>Systems in place for internet controls and filtering</li> <li>Governors and proprietors should ensure the systems in place for controls and filtering and review their effectiveness</li> </ul>	<p><a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a> (to review practice and recommendations)</p> <ul style="list-style-type: none"> <li>Testing filters regularly -</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Lunchtime/break time clubs using IT facilities</li> <li>• IT policies</li> <li>• Children safe from terrorist and extremist material when accessing the internet in school/home tuition, including appropriate levels of filtering</li> </ul>	<ul style="list-style-type: none"> <li>• Students have individual log-ins and/or PINs which are changed regularly</li> <li>• Students monitored by teachers and support staff, through physical observation at all necessary times</li> <li>• Ensure IT policies are updated, communicated, signed by author and all staff with the date</li> <li>• Ensure all staff stay up to date with technology/changes/improvements in this area and review policies (annual SLT requirement) and communicate as necessary</li> <li>• Contact with parents / carers and awareness sessions/raising regarding what systems are in place and what to be aware of</li> <li>• Reporting mechanisms in place eg. Text messages, website alerts and newsletters.</li> </ul>	<p><a href="http://testfiltering.com/">http://testfiltering.com/</a></p> <ul style="list-style-type: none"> <li>• Searches and sites blocked</li> <li>• Violent, Terrorist and Extremist content and search entries flagged including wording</li> <li>• Online safety taught to children in age-appropriate ways? <i>Media/Digital literacy and resilience, fake news/misinformation/disinformation/propaganda (links to English, History and Personal, Social, Health and Economic education (PSHE)</i></li> <li>• Due regard has been taken to the prevalence of online spaces and the potential vulnerabilities for:-             <ul style="list-style-type: none"> <li>• <i>exposure to misleading or hateful, Violent, Terrorist or Extremist content;</i></li> <li>• <i>potential engagement with extremist individuals;</i></li> <li>• <i>increasing use by radicalisers</i></li> </ul> </li> </ul>	
5	Curriculum	<ul style="list-style-type: none"> <li>• Prevent topics – Extremism, Terrorism, Radicalisation are</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent should be approached through PSHE as a</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas included in the LA Prevent Teachers Booklet</li> </ul>	

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		<p>included within the curriculum appropriately, such as PSHE/Citizenship and Religious Education (RE)</p>	<p>safeguarding issue in a similar way to CSE, for example</p> <ul style="list-style-type: none"> <li>• Links to teaching Fundamental British Values (FBV) and Human Rights as in Social, Moral, Spiritual and Cultural (SMSC) guidance</li> <li>• Embedded teaching around British Values as above</li> <li>• Good RE provides a safe space for discussing differing opinions and beliefs in a respectful manner</li> <li>• RE also allows faith-inspired terrorist claims to be debunked through close inspection/interpretation of theology and scripture</li> <li>• Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging with and delivering LA and local/national Prevent resources and training offers</li> <li>• Prevent leads are aware of the gateway that conspiracy theories can provide for vulnerable cohorts and consider where these can be included for appropriate awareness/resilience building</li> <li>• Prevent awareness might also be incorporated into enrichment activities such as 'drop down' days or educational visits</li> </ul>	
6	External Speakers	<ul style="list-style-type: none"> <li>• Arrangements for Child Protection apply where Governors or Proprietors arrange external speakers. Where provided separately, the Governors/Proprietors should seek assurance that Child Protection applies</li> <li>• Preventing Extremist outside visitors/speakers</li> <li>• External providers are</li> </ul>	<ul style="list-style-type: none"> <li>• External speakers can be very inspiring and motivating to students – ensure the content of their session has been approved by school leaders / appropriate staff in advance - complete due diligence (see audit for more details)</li> <li>• Refer to the LA 'Preventing Extremist Speakers' Policy</li> <li>• Are you aware who is hiring</li> </ul>	<ul style="list-style-type: none"> <li>• Consider including students in discussion re: appropriateness of speakers and events</li> <li>• PEO can act as a central contact point for discussion re: external groups</li> </ul>	

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		<p>appropriate, e.g. theatre companies, workshop facilitators, museum education officers etc.</p> <ul style="list-style-type: none"> <li>• Bookings and lettings process is robust and reviewed</li> </ul>	<p>your space out of school hours? Do they comply with your values?</p>		
7	Site security	<ul style="list-style-type: none"> <li>• Clear Safeguarding Policy and Procedure for site visitors including robust ID checks and verification</li> <li>• Procedure for responding to/dealing with emergencies including reporting the appropriate services (including emergency services as necessary)</li> </ul>	<ul style="list-style-type: none"> <li>• Due Diligence carried out including for new staff/starters as in Keeping Children Safe in Education (KCSIE)</li> <li>• Site security applies whether the children attend the school or not and for any activities in evenings and at weekends where the facilities are being hired</li> </ul>	<ul style="list-style-type: none"> <li>• Communicated/available for externals and where/how?</li> <li>• Site security policy and procedure is clear, documented and understood by all relevant staff</li> <li>• Management &amp; oversight of any Prayer/Faith/annex facilities - supervised when in use</li> </ul>	

**Risk Matrix**

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