

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"> <li>• Main point of contact for Prevent queries / referrals are: Mrs Alison Gilbert (HT/DSL) Mrs Kristina Macdiarmid (DHT/DDSL) Mrs Anne Taylor (SGAAO/DDSL)</li> <li>• Leaders must be aware of statutory Prevent duty.</li> <li>• Leaders must be kept abreast of Counter-Terrorism Local Profile (CTLP) updates.</li> <li>• Leaders must be aware of local and relevant Prevent risk updates.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Governor responsible for safeguarding in Wendy Lamb – Lead Governor</li> <li>• Prevent duty is included in annual Safeguarding training and updates are given throughout the year via, 7-minute briefings/staff meetings/twilights</li> <li>• Leaders keep abreast of Prevent monthly/quarterly and this is shared by email and the Safeguarding notice board.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>➤ XRW – Extreme Right Wing</li> <li>➤ FR – Far Right</li> <li>➤ ISL – Islamist IR – India Related</li> <li>➤ XLW – Left Wing</li> <li>➤ MAR – Militant Animal Rights</li> <li>➤ NIR – Northern Ireland Related</li> </ul> </li> </ul> <p style="text-align: center;"><b>Sandwell priorities are ISL and XRW</b></p>	

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			<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>• Prevent policy in place, reviewed annually by SLT and is available on the school website</li> <li>• Leaders have a clear understanding of reporting and referring mechanisms</li> </ul>		
2	Partnerships	<ul style="list-style-type: none"> <li>• The school have strong partnerships with: <ul style="list-style-type: none"> <li>- Sandwell Children’s Safeguarding Partnership (SCSP)</li> <li>- Local Authority (LA) Prevent team including PEO (Justin Nixon)</li> <li>- Use of the Multi-Agency Referral Form (MARF) for submitting referrals</li> <li>- LADDO</li> <li>- Safeguarding forums</li> <li>- Channel panel</li> <li>- Children and families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DSL’S attend SCSP/MASH meetings/ conferences and feedback.</li> <li>• Maintain contact with PEO (Justin Nixon)/LA Prevent team</li> <li>• Links with local police team</li> <li>• Keep the MARF on child’s CPOMS file</li> <li>• Good links to local police officer and EH police officer. PCSO input in school is regular.</li> <li>• Good relationships with both children and families</li> </ul>	<ul style="list-style-type: none"> <li>• Continue staff CPD on Prevent and update training annually.</li> <li>• Continue to work closely with other partnerships</li> </ul>	
3	Staff Training	<ul style="list-style-type: none"> <li>• Engaging and informative online training available through the home office/National College</li> <li>• WRAP (or similar) training.</li> <li>• Staff are confident about how to</li> </ul>	<ul style="list-style-type: none"> <li>• DSL attend specialist Prevent Sandwell Council (SMBC)/HO approved product <b>Dec 24</b></li> <li>• Include Prevent training in INSET <b>Jan 25</b> with PEO Justin</li> </ul>	<ul style="list-style-type: none"> <li>• Consider including others in staff training, such as Governors</li> <li>• Continue staff CPD on</li> </ul>	

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		<p>refer a concern and who to</p> <ul style="list-style-type: none"> <li>• Staff have increased knowledge in identifying genuine Prevent concerns</li> </ul>	<p>Nixon</p> <ul style="list-style-type: none"> <li>• Raise awareness to general risks and historic cases</li> <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>• Share names and contact details of safeguarding staff to all new starters at induction</li> <li>• Staff are updated via the safeguarding board with newsletters and notices</li> </ul>	<p>Prevent and update training annually.</p>	
4	Information Sharing	<ul style="list-style-type: none"> <li>• A whole school culture of staff identifying children who may need Early Help or who are at risk of neglect, abuse, grooming, or exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Information is shared with relevant agencies where necessary</li> <li>• Robust procedures are in place when a child leaves the school to go to a new school or out of area.</li> <li>• Information is shared with a new school within 5 days of</li> </ul>	<ul style="list-style-type: none"> <li>• SLT ensure all information is shared in a timely manner according to KCSIE, this includes, year 6 leavers</li> </ul>	

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			<p>the child starting.</p> <ul style="list-style-type: none"> <li>• Staff are aware of how to report a concern</li> </ul>		
5	Building children's resilience to radicalisation	<ul style="list-style-type: none"> <li>• Children to have a safe space to understand and discuss sensitive topics, including terrorism, and the extremist ideas that are part of terrorist ideology, and to learn how to challenge these ideas.</li> <li>• A broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values.</li> </ul>	<ul style="list-style-type: none"> <li>• A code of conduct is in place for all staff</li> <li>• Leaders are trained in safe recruitment, robust checks are in place before the person starts.</li> <li>• Teaching is monitored by SLT through observations, book checks and lesson plans and is quality assured.</li> <li>• 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</li> <li>• British values are embedded into the curriculum, ensuring specific discussions can take place in a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
6	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> <li>• Lunchtime/break time clubs using IT facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Systems in place for internet controls and filtering, searches and sites blocked. Violent, Terrorist and Extremist content and search entries flagged including wording</li> <li>• Online safety taught to children in age appropriate ways</li> </ul>	<p><a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a></p> <ul style="list-style-type: none"> <li>• Continue to engage with parents half termly through coffee mornings.</li> <li>• Continue to teach online safety to children at an age appropriate level</li> </ul>	

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		<ul style="list-style-type: none"> <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>Governors and proprietors ensure the systems in place for controls and filtering and review their effectiveness</li> <li>Students have individual log-ins</li> <li>Students monitored by staff, through physical observation at all necessary times</li> <li>IT policies are updated, communicated, signed by author and all staff with the date</li> <li>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 with awareness sessions regarding what systems are in place and what to be aware of</li> </ul>		
7	Curriculum	<ul style="list-style-type: none"> <li>Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE.</li> </ul>	<ul style="list-style-type: none"> <li>Prevent is approached through PSHE as a safeguarding issue in a similar way to CSE, for example             <ul style="list-style-type: none"> <li>Links to teaching Fundamental British Values (FBV) and Human Rights as in Social, Moral, Spiritual and Cultural</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Prevent awareness to be incorporated into enrichment activities such as 'inspire' days or educational visits where appropriate</li> </ul>	

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			<p>(SMSC) guidance</p> <ul style="list-style-type: none"> <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>		
8	External Speakers/visitors	<ul style="list-style-type: none"> <li>• Preventing Extremist outside visitors/speakers</li> <li>• External providers are appropriate, e.g. theatre companies, workshop facilitators, museum education officers etc.</li> <li>• Bookings and lettings process is robust and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Refer to the LA 'Preventing Extremist Speakers' Policy</li> <li>• The school does not 'let out' the building to external companies privately</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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9	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>• Leaders are trained in safer recruitment.</li> <li>• Site security applies whether the children attend the school or not.</li> <li>• Robust school emergency, business continuity and recovery plan in place</li> <li>• 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</li> <li>• Site security policy and procedure is clear, documented and understood by all relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>• Lockdown procedures to be practised termly.</li> </ul>	
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# Hall Green Primary Prevent Risk Assessment.

## Risk Matrix

