

Sherborne Primary School

Prevent Duty Risk Assessment/Action Plan – March 2017

Composed by Ian Bartle (Headteacher / DSL & Prevent Lead)

No	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Who?	Timescale	Date Completed
1	<p><u>LEADERSHIP</u></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"> ➤ Board of Governors ➤ SLT ➤ Staff ➤ Safeguarding team 	N	<ul style="list-style-type: none"> - SLT are core part of DSL Team, including HT / DHT & Assist HT - Staff have undertaken Prevent Training (Spring Term 2017) - Part of Safeguarding Induction Procedures 	DSL / Deputy DSL's	Ongoing	
2	<p><u>Partnership</u></p> <p>1) Is there active engagement from SPS Governors, SLT and staff?</p> <p>2) Does the school have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the school engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	Y	<ul style="list-style-type: none"> - Governors briefed via dedicated Link Safeguarding Governor – Jono Tregale. This is part of EVERY SICOM & Full Governors agenda (within our cycle of meetings) - The Prevent Lead for Mr Ian Bartle (Headteacher) also the Safeguarding Lead. He is responsible for oversight of the Prevent Action Plan & update to SLT / Governors alongside the Link Safeguarding Governor. - The Prevent Lead is familiar with both Local Authority and Police Prevent Leads. 	DSL / Deputy DSL's	Ongoing	
3	<p><u>Staff Training</u></p>	Y	<ul style="list-style-type: none"> - British Values are a huge part of SPS and are on visual display throughout the school. This 	All staff	Ongoing & updated as	

	<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>		<p>includes physical displays, practices which typifies British Values e.g. democratically elected Head Boy & Head Girl</p> <ul style="list-style-type: none"> - Staff have induction and ongoing training with Prevent. They sign documentation to signify they have undertaken and understand this training - Staff are aware who the prevent lead is (see above) and who they could discuss a situation with if this person is unavailable i.e. a Deputy DSL. There is signage across the school to indicate who these staff members are 		applicable	
4	<p><u>Welfare, pastoral and support</u></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the school?</p> <p>2) Does the school have welfare provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p> <p>4) Does the welfare support reflect the student demographic and need?</p>	Y	<ul style="list-style-type: none"> - SPS has its own effective pastoral and welfare systems that include many teaching assistants, ELSA support assistants, Parental Support Advisor and highly skilled teachers - SEN and vulnerable children have a multitude of welfare and pastoral support which at times includes outside agencies such as Educational Psychologists,, BSS (LA - Behavioural Support Service), GP's, SENSS etc. 	All staff	Ongoing on a needs led basis	
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Are off site events managed well?</p>	Y	<ul style="list-style-type: none"> - Potential speakers within school e.g. assembly groups are vetted and managed. Their content is discussed and linked to British Values and the ethos of the school - All off-site events have a relevant risk assessment which is overseen by the trained EVC and counter signed by the HT 	HT / EVC / Teachers	Ongoing as per activity	
6	<p><u>Safety Online</u></p> <p>1) Does the school have a policy relating to the use of IT and does it contain a specific</p>	Y	<ul style="list-style-type: none"> - The school has LA Model Policies on various aspects of use of IT including Social Media - The school has appropriate firewalls and filtering linked to the SWGfL (South West Grid for 	SLT & IT Co-ordinator	Ongoing / Policies updated as per cycle or	

	<p>reference and inclusion of the Prevent Duty?</p> <p>2) Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>		<p>Learning)</p> <ul style="list-style-type: none"> - Children are not permitted to use their own device within school on our wi-fi system - The school's IT policies set-out the procedure for identifying and reporting any incidents in this field - The school support Prevent and online safety with CPD for students, staff, parents & governors via the Dorset Police Safer Communities Team on a bi-annual basis & various other curriculum, information sessions 	r	as required	
7	<p><u>School Security</u></p> <p>1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff?</p> <p>2) Is there a procedure regarding the wearing of ID on campus? 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) Does the institution intervene where off-site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>	Y	<ul style="list-style-type: none"> - Visitors are funnelled and directed to our office with other entrances to school, during the school unavailable to the public / visitors - All staff and visitors wear relevant id (Green for staff members and red for visitors). They sign in and read the relevant safeguarding summary (within our office) - A full Health & Safety LA Audit has taken place which checks on relevant policies and practices linked to substances - All off-site activities have a well-managed and relevant risk assessment signed by the EVC and counter signed by the HT 	Various staff	Ongoing linked to review of security, policies and procedures	
9	<p><u>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 and welfare staff receive</p>	Y	<ul style="list-style-type: none"> - SPS have implemented the relevant policies and procedures linked to radicalisation and Prevent - See above - Channel is used for ongoing Prevent training and is part of our induction procedures - The school always adheres to DfE guidance and the Channel CPD system is utilised 	DSL / Deputy DSL's	Ongoing CPD and induction	

	<p>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>					
10	<p><u>Communications</u></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	<ul style="list-style-type: none"> - DSL is the Prevent Lead and this is indicated within the Prevent (& other safeguarding updates and training) - The school can give clear examples where these communication systems have been implemented to support potential radicalisation 	DSL	Ongoing	
11	<p><u>Incident Management</u></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 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 our school site</p>	Y	<ul style="list-style-type: none"> - The school have a Emergency Planning Action Plan which is based on a LA Model and has been discussed and approved by an expert LA Emergency planning Advisor - Our Emergency Planning Action Plan has also been discussed and approved within our Governing Body - This plan is also discussed and reviewed as appropriate (e.g. change of personnel etc.) and part of the SLT duties - Appropriate drills take place to practice our Emergency Planning Action plan - The school can cite an incident where this plan was effective and carried through - At present the LA Communications and 	DSL & SLT	Ongoing	

	<p>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>		Emergency Planning Department support the school (via a SLA)			
12	<p><u>Staff and Volunteers</u></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>	Y	<ul style="list-style-type: none"> - NO the school does not extend this training to volunteers or sub-contracted staff as the school does not feel at this time it is relevant to do so or needed due to the lack of sub-contracted staff - All visitors have a personalised safeguarding induction meeting with the HT (DSL) or Senior SLT Staff (also Deputy DSL's). Prevent duty is delivered at this point - All relevant DBS & background identify checks are made for volunteers as appropriate 	DSL & Deputy DSL's	Ongoing	