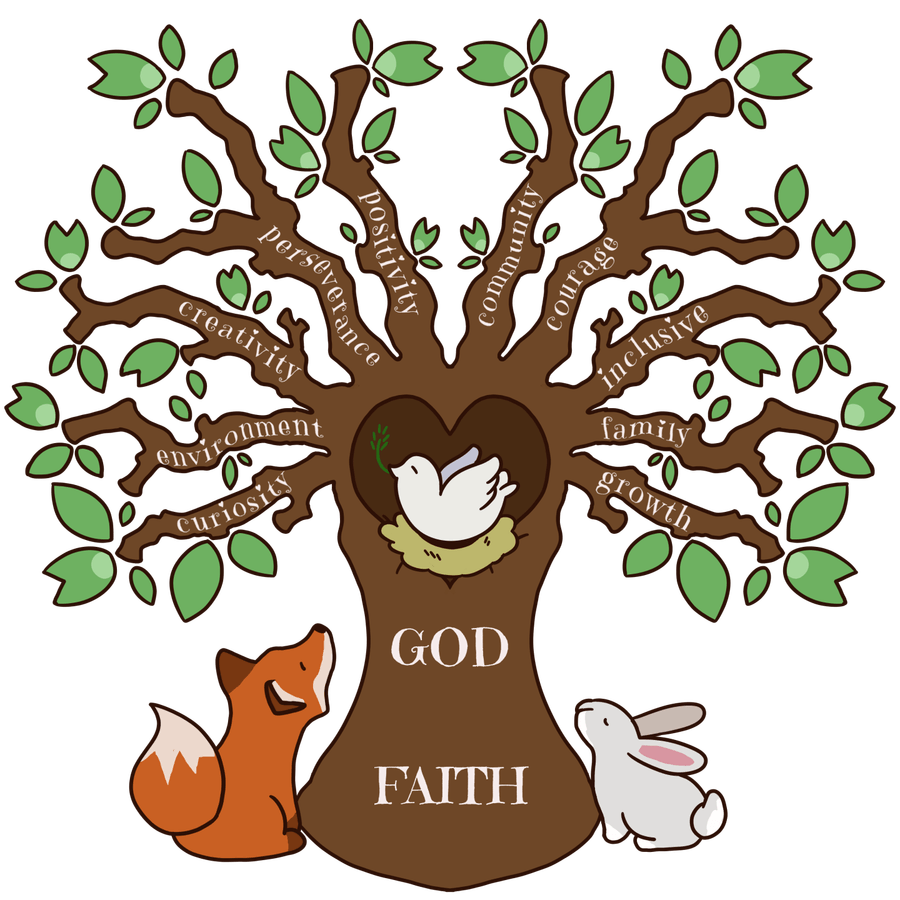
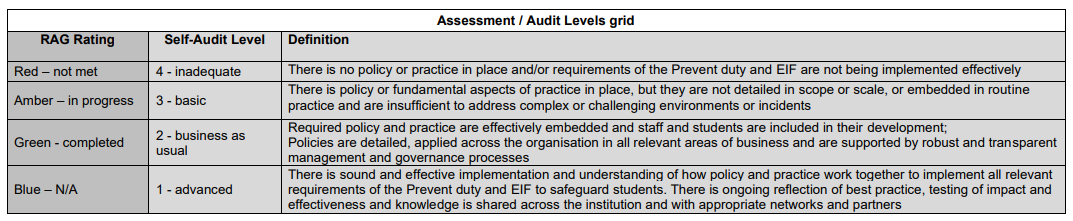
**The Catholic Schools of the Waveney Valley Prevent Duty Risk Assessment**





|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office’s statutory guidance.  This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.  **Extremism** is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.  **Radicalisation** is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups | | | | | | | | | | | | | |
| **Leadership** | | | | | | | | | | | | | |
| **Potential Hazard** | **Who is at risk?** | | | **Actions in Place** | | **Owner** | **Risk level without controls** | | **Risk level with controls** | | **Self Audit level** | **Additional notes/next steps** | |
| The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values | Pupils, staff and governors | | | The school values clearly set out our commitment to British values. For example: Values are displayed on the home page of our website  Values include a commitment to tolerance, diversity and mutual respect  Regular assemblies to promote British Values  Embedded PSHE curriculum linked to ‘Ten Ten’ programme  Annual focus days through year such as online safety week, wellbeing week, safeguarding week. | | HT/SLT |  | |  | | 1 | Continue to ensure British Values are promoted in all aspects of school life | |
| Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism | Pupils, staff and governors | | | School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.  School leaders stay up to date with local developments and risks. Include any specific steps taken, for example:  • The school is in regular communication with local police / PCSO | | HT/SLT |  | |  | | 1 | Regular briefings to include Prevent duty. All teaching and support staff to complete online Prevent training: https://www.elearni ng.prevent.homeoffice.gov.uk/  Refresh the leadership team on the school’s responsibilities under the Prevent duty | |
| Arrangements and resources in place to provide pastoral care and support as required are not in place.  Monitoring arrangements to ensure that this support is effective and supports the school’s welfare and equality policies are not in place. | Pupils and Staff | | | Class teachers & support staff trained to identify any concerns relating to extremist behaviour.  CPOMs system used to alert and monitor any concerns.  Support provided S Barlow as Safeguarding & Attendance Lead, SLT  All relevant policies in place. | | HT/SLT |  | |  | | 1 | Continue to update staff training Monitor concerns on CPOMs & ensure all actions are logged | |
| **Training and Capability** | | | | | | | | | | | | | |
| School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values | Pupils and Staff | | | All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.  Update our child protection policy annually.  All staff have completed Prevent training through gov.uk  Staff members are aware that they can go to SLT for advice, support, and to escalate concerns.  Induction process in place to include Prevent training & KCSIE CPD course through The Key  The school community actively embraces British values.  Assemblies, whole school events and medium-term plans, where appropriate ( Mental Health & Wellbeing week, World Book day, World War 2, Nativities, choir, class dojo points, PSHE, RE curriculum, peer mentors,) | | Ht/SLT |  | |  | | 1 | All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty.  All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS. | |
| Governors cannot carry out their role to monitor the school’s Prevent strategy effectively | Pupils and Staff | | | All governors have read our child protection policy, anti bullying policy, and Keeping Children Safe in Education. | | HT/SLT |  | |  | | 2 | Board of Governors – Provided with Prevent guidance from Gov.uk, including KCSIE CPD using  Training – regular updates to be provided Risk assessment and Prevent statement shared in Governor’s meeting & on website  All governorsto be provided with the link in order to complete online Prevent training: https://www.elearning.prev ent.homeoffice.gov.uk/ | |
| Staff do not support the school’s values and ethos, or they support and promote extremist ideas | Pupils and Staff | | | The staff recruitment process reflects the school’s values and promotes good safeguarding practice.  School values and commitment to safeguarding are included in job advertisements  Safer recruitment procedures are followed | | HT/SLT |  | |  | | 1 | SLT to attend regular ‘safer recruitment’ training and updates Follow CLPT guidance for recruitment as per policy | |
| **Working in Partnership** | | | | | | | | | | | | | |
| Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally | | Pupils and Staff | We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.  The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.  Records of referrals are kept on CPOMS, and referrals are followed up appropriately | | | All staff |  |  | | 1 | | | Use of CPOMs to share concerns |
| **Speakers and Events** | | | | | | | | | | | | | |
| Pupils are exposed to extremist ideologies by visiting speakers | | Pupils and Staff | Details of your procedures for visiting speakers, for example:  The materials that visiting speakers deliver are discussed and approved prior to their visit  Visitors are never left alone with pupils | | | All staff |  |  | | 1 | | | Robust policies and checks in place to ensure visitors do not hold extremist views  Ensure staff aware of expectations for all visitors in school, including check of content & evaluations from other schools where content has been delivered |
| The school site is used to host events which support extremist ideologies or promote hatred | | Pupils and Staff | All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred | | | HT/SLT |  |  | | 1 | | |  |
| **Curriculum and Culture** | | | | | | | | | | | | | |
| The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values | | Pupils | Opportunities to promote British values are clearly identified within all curriculum areas.  Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.  Weekly assemblies reference British values led by phase leaders (Picture News and through, The Linking Network) | | | HT/SLT |  |  | | 1 | | | Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum. |
| A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop | | Pupils and Staff | Our behaviour policy clearly sets out that hateful behaviour is not tolerated.  Staff know how to respond to witnessing harassment and abusive behaviour.  Pupils are encouraged to challenge harassment or abusive behaviour among their peers.  Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues | | | All staff |  |  | | 1 | | | Regular discussions with children re: expectations, how to report & strategies to resolve conflict. Ensure all new staff understand our restorative approach. |
| British values are not promoted outside of the classroom | | Pupils and Staff | Steps taken to promote British values around the school include:  Pupils participate in democracy through school council and student leadership elections  Assemblies promoting diversity, human rights, and respect  Celebrations from multiple religions and cultures are celebrated around the school  Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues | | | All staff |  |  | | 1 | | | Build in more opportunities for pupils to be taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. |
| **IT and Internet Safety** | | | | | | | | | | | | | |
| Pupils use the school network or school hardware to access extremist material | | Pupils | Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.  IT safety and monitoring systems, for example:  The school IT network has appropriate filters to block sites deemed inappropriate or unsafe  School email accounts are monitored by IT staff | | | HT/SLT |  |  | | 1 | | | Review our online safety policy annually.  Ensure all systems are in place to monitor and prevent access any inappropriate sites and that all staff are aware of these. |
| Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation | | Pupils | The ICT curriculum includes teaching pupils how to stay safe online.  The curriculum for computing and PSHE reflects this duty.  Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.  We share online safety factsheets with parents to help them support their children | | | HT/SLT |  |  | | 1 | | | Ensure all IT policies are updated regularly  Online safety policy  Acceptable use policy  Preventing bullying policy |
| **School Security** | | | | | | | | | | | | | |
| Non-approved visitors access the school site to spread extremist ideology | | Pupils and Staff | Visitor procedure includes:  All visitors to the school must be signed in at reception and wear ID badges  Visitors are accompanied around the school site by a member of staff at all times | | | HT/SLT |  |  | | 1 | | | Review policies & procedures regularly (See visitor safeguarding protocols on TheKey). |
| **Headteacher/DSL/Prevent Lead** | | | | | | | | | | | | | |
| **Mrs S Barlow** | | | | | **November 2023** | | | | | | | | |
| **Review** | | | | | **September 2024** | | | | | | | | |