**MARLFIELDS PRIMARY ACADEMY**

**Prevent Duty Risk Assessment/Action Plan**

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Obj | Prevent Vulnerability/Risk Area | Risk  Y/N | Action taken/already in place to mitigate/address risk | Date Completed | Rag |
| 1. | LEADERSHIP  1.Do the following people have a good  understanding of their own and  educational responsibilities in relation to the "Prevent Duty"?  Board of Governors  SMT  Staff  Safeguarding Team. | N | 1. All staff have completed the online awareness  training and certificates are kept by the school bursar.  2. Principal raised awareness with parents in Newsletter  3.The Safeguarding audit is updated annually by Principal and Safeguarding Governor to reflect PREVENT.  4.The safeguarding policy has been updated and adopted by Governors and is on the website to reflect ‘PREVENT’.  5. Principal has organised a training session for whole staff and governors ensuring school procedures and policy is clear to all with regard to schools systems for PREVENT.  6. Principal has attended Hate Crime/WRAP training through the LA LSCB.  7.Information on ‘PREVENT’ is also on the school website.  8.Updating of the ‘PREVENT’ Risk Assessment and Action Plan happens termly as part of the school’s Governor Safeguarding Termly Check. | Sept 2015  Aut/spring 2016  Ongoing  Autumn 2015  Autumn 2015  Spring 2016  Ongoing termly | Green |
| 2. | PARTNERSHIP  1)Is there active engagement from the school/setting's Governors, SMT, managers and leaders?  2) Does the school/setting have an  identified  single point of contact (SPOC) in relation to  Prevent? (Usually SP/DDSP)  3) Does the school/setting engage with the Local Authority Police Prevent Leads and engage with  local Prevent Boards/Steering Groups at Strategic and Operational level? | N | 1. Principal has contacted Cheshire Police Prevent  Coordinator for advice on what can be provided for school in terms of training and raising awareness.  2.The Prevent Lead (SPOC) is the Safeguarding Lead,  Sandra Isherwood. She is responsible for Termly  Review of oversight of the Prevent Action Plan & update to SLT, staff and Govs.  3.School information signs for Safeguarding have been updated and displayed in school.  4.The Prevent Lead is familiar with both Local Authority and Police Prevent Leads.  5.Safeguarding policy has been updated and is on the website. | Autumn 2015 | Green |
| 3. | STAFF TRAINING  Do all staff have sufficient knowledge and confidence to:  1) exemplify British Values in their  management, teaching and through general behaviours in the school  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  3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response | N | 1.School takes diversity and equality very  seriously. For example, we share British Values in our SMSC teaching, through P4C and assemblies. We celebrate diversity at events such as GRT week and support charities regularly. This year already, we have supported Macmillan, Children in Need, NSPCC, SEND children at our school, Congleton Food bank.  We model tolerance and respect for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the  local community and also as a national awareness of our diversity as a country. School has an Equality Information Policy in place.  2.As a direct result of the depth and breadth of the training for PREVENT delivered, all staff and  governors are aware of the factors that make an individual vulnerable and have a better awareness of stereotypes.  3.In the same way that we have always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the SPOC is fully aware of the actions to take and who to contact in the event of a concern. | Autumn 2015 | Green |
| 4 | WELFARE AND PASTORAL SUPPORT  1.Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school?  2.Are there adequate monitoring  arrangements to ensure that this support is effective and supports the school’s welfare and equality policies?  3.Does the pastoral support reflect the student demographic and need? | N | 1.School has a robust pastoral provision underpinned by the SEND and Behaviour policies and supported by the Principal, SENDCo and School Family Support Worker. This works effectively, supporting children and families in an open, honest and supportive culture.  2.A clear system of referral to our part time FSW is in place to ensure no issues of vulnerability are missed.  3.School has a proven track record of effectively working with families and other agencies such as Children’s Social Care in order to improve outcomes for children.  4.A large portion of our PP budget and also our core budget is spent on vulnerabilities that reflect the demographic and upholding British Values and tolerance. | Termly checks | Green |
| 5 | SAFETY ONLINE  1.Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?  2.Does the school employ filtering/firewall system to prevent staff/students/visitors from accessing extremist websites and  material?  3.Does this also include the use of using their own devices via Wi-Fi? | N | 1.The e safety needs to be updated to contain specific reference to the PREVENT duty. This policy includes the use of their own devices via wifi.  2.School does have a robust firewall and filter programme that is monitored by the IT lead in school.  3.The system is monitored for repeat useage and also the LA monitors the system and sends reports.  4.Parents have been invited to an online safety evening  and prevention of exploitation sessions.  5.School has adopted theIT Acceptable Use Policy provided by the Local Authority. | Termly ongoing | Amber |
| 6 | SITE SECURITY  1.Are there effective arrangements in place to manage access to the site by visitors and non-students/staff?  2.Is there a policy regarding the wearing of ID on site? Is it enforced?  3.Are dangerous substances kept and stored on site?  4.Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?  5. Does the school/setting intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc? | N | 1. The safeguarding policy and practice, start of day and end of day arrangements are robust and monitored termly by the Safeguarding Governor.  2.Governors, staff and visitors to school have their own lanyards that clearly denote who they are. All visitors will be asked to show ID and only gain access if they are known to school.  3. Dangerous substances involved with cleaning are  kept on site, in a locked cupboard in the Site Managers room.  4. All leaflets externally generated are shown to the HT for permission to distribute.  5.All offsite activities are risk assessed thoroughly as part of the EVOLVE trip submission process.  6.When there have been potentially difficult situations in the locality we have worked with Police and local elected officials to minimise impact on children and staff. | Termly | Green |
| 7 | SAFEGUARDING  1. Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?  2. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? | N | 1.Safeguarding policy has been updated to reflect PREVENT.  2.All staff are trained to the highest degree in safeguarding, and this will be maintained in relation to PREVENT (and should it be required, ‘Channel’). | Termly | Green |
| 8 | COMMUNICATIONS  1.Is the school’s Prevent Lead and their role widely known across the school?  2.Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?  3.Are there information sharing protocols in place to facilitate information sharing with Prevent partners? | N | 1.All Govs, staff and parents know that the Principal is the Prevent lead.  2.Principal as SPOC is clearly identified on school  Safeguarding Posters around school.  3.Principal has made enquiries with Emma Hart (Cheshire Police) about the potential of using  ‘choices’ powerpoint to support staff and raise children and families awareness of PREVENT.  4.All staff and Govs have completed the prevent awareness online module and been certificated.  5.The Principal is aware of who to share information with in terms of “Prevent’. | Termly | Amber |
| 9 | INCIDENT MANAGEMENT  1.Does the school have a critical incident management plan which is capable of dealing with terrorist related issues?  2.Is a suitably trained and informed person identified to lead on the response to such an incident?  3.Does the Communications/Media dep’t understand the nature of such an incident and the response that may be required?  4.Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety?  5.Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? | N | .  1. The school has a critical incident management procedure. This is detailed in the Major Incident Policy in school.  2. The HT would be expected to lead in the case of an incident.  3. The HT would work with the LA media dept in terms of publicised responses. | Termly | Green |
| 10 | STAFF AND VOLUNTEERS  1.Does awareness training extend to sub-contracted staff and volunteers?  2.Is the school vigilant to theradicalisation of staff by sub  -contracted staff and volunteers? | N | 1.All staff and volunteers are subject to rigorous, ongoing safeguarding checks including annual Dec  laration of Disqualification and all other checks in line with Safer Recruitment Policy and Procedures.  2. School staff are attending the PREVENT training  in December at school.  3. Principal has suggested that Pre-School adopt the FAVSP policy for Prevention of Extremism and Radicalisation.  4.The Principal is proactive in supporting staff and children pastorally.  5.The HT ensures that staff are insured for illness and that HR and OHU support staff who may be vulnerable. | Termly | Green |
| 11 | CURRICULM  1. Does the school have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at  protecting them from radicalisation and extremism influences?  2. Does the school deliver training  that helps develop critical thinking skills around the power of influence, particularly on -line and through  social media?  3.Does the school ensure that  Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations?  4.Are Staff able to provide appropriate challenge to students, parents and governors if opinions  are expressed that are contrary to  fundamental British values and promotion of community cohesion? |  | 1. The school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children through both the explicit curriculum (P4C, Global Learning, curriculum topics) and the ‘hidden’ ones, assembly, celebration days, visitors, display, newsletters, Friends of Marlfields and community outreach work, etc.  2. School uses thinking skills curriculum to develop critical and reflective thinking.  3. School actively promotes community cohesion and works closely with all stakeholders bringing the community together (Macmillan coffee morning 2015, polar express evening, Visits to Local Care homes, Invites into school for local Care Homes,  Musical Events, Community Reading Team, Community Marathan, visits to and from three local churches, working with local groups.  4. The Principal, with the full backing of the Governors, provides appropriate guidance and challenge to parents, staff and pupils  who express racist, extremist, homophobic, or other  views/opinions contrary to the inclusive values promoted by the school. These are instilled in the curriculum and the ethos of the school. They are  monitored by Ofsted through its inspections.  5. Principal and staff use schemes to cover  progress and coverage ofPSHE and SMSC Education  across the school.  6.School maintains a Community Cohesion Policy.  Jan 2016 |  | Green |